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ABSTRACT

The Action Process curriculum module is part of a consumer education series (grades 9-14; adults, including elderly) that emphasizes a process approach with a spiral organization. The process approach helps the student in a changing consumer world to function rationally and in a manner consistent with personal values, while the spiral organization emphasizes recurring experiences with the same basic processes as well as progressive process development and expansion. Seven pages of action process assessment items are included for teachers to use for student pre-assessment and lesson planning. The action process module involves six objectives: (1) recognizing issues, (2) considering evidence and alternative actions, (3) clarifying consumer actions, (4) organizing evidence and selecting actions, (5) analyzing actions and accepting consequences, and (6) initiating and evaluating action. A section in the guide is devoted to each of these six objectives and clarifies the objectives and consumer competency with sample teacher-learner dialogue that includes both suggested teacher response and possible learner response. Teachers may decide to administer a post-assessment which is identical to the pre-assessment. (EA)

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ED 095271

CONSUMER EDUCATION CURRICULUM MODULES A SPIRAL-PROCESS APPROACH

IV. ACTION PROCESS

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Foreword

Consumer products, product standards, services, legislation, and regulations are ever changing and multiplying. Faced with change and multiplicity, everyone — youth or adult — finds it necessary to master skills in order to function as a rational, responsible, and satisfied consumer.

The need for consumer education has been recognized by various facets of society. In the Vocational Education Amendments of 1968, the U.S. Congress charged each state with providing consumer education in federally supported vocational education programs. Increasingly teachers' feedback to the U.S. Office of Education has called for materials to use in teaching consumer education.

Consumer Education Curriculum Modules: A Spiral-Process Approach has been developed in response to the U.S. Office of Education's request for materials to help learners function in their roles as consumers. The modules are intended for flexible use by teachers. They can be adapted to any content area; for use with learners of varying abilities, ages, and socioeconomic and cultural backgrounds; and to class and nonclass situations.

The process approach to curriculum makes these modules unique and a significant contribution to consumer education. Their effectiveness has already been evidenced by the results of field testing with teachers of consumer education in home economics, business education, and distributive education programs across the nation. The success and completion of the project were dependent upon the cooperative efforts of these teachers and their learners.

The modules were prepared pursuant to a contract with the U.S. Office of Education by North Dakota State University. Patricia D. Murphy, Professor of Home Economics Education and Associate Dean of the College of Home Economics, served as the project director. Helen Pyle Cavanaugh and Carol Geer were full-time curriculum writers. The project staff also included Jane Plihal, evaluation specialist, LaVonne Elsbernd and Maxine Norman, graduate assistants.

The indication and belief is that these modules will help consumers learn processes which they can always use regardless of how products, product standards, services, legislation, and regulations change and multiply.

L. D. Loftsgard, President
North Dakota State University

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We are especially grateful to the many teachers who gave generously of their time to participate in the field testing of the materials. Without the participation of these teachers and their learners, the field testing could not have been meaningful. The influence of the field testing by these dedicated, professional teachers insured the appropriateness of the materials for the diverse situations in which consumers are educated. Their participation was absolutely essential to the project.

We appreciate the support for the project given by the State Supervisors and their suggestions of teachers for the field testing. We also appreciate the comments made by the educators, teachers and supervisors who reviewed and critiqued the materials.

The support and advice given by members of the national-level Advisory Committee is greatly appreciated. Members of the Advisory Committee made detailed reviews of the materials and assisted in many ways. They provided a broad viewpoint and varied expertise on consumer education. We wish to express special gratitude to the members of the Advisory Committee for their contributions.

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THE TEACHING OF CONSUMER EDUCATION

Consumer Education Curriculum Modules: A Spiral-Process Approach has been developed to meet a need expressed by teachers. The need is for curriculum materials that lead learners to function as questioning, creative, and critical consumers. This set of modules is directed toward developing these qualities by focusing upon the crucial role of the processes by which information is acquired, values are explored, decisions are made, and action is taken. The modules contain learnings which guide learners toward internalizing and mastering these processes.

The process approach is new in consumer education. It facilitates learning which enables the student in a changing consumer world to function rationally and in a manner consistent with his values. The spiral organization emphasizes recurring experiences with the same basic processes. The processes are further developed and expanded as they appear again and again.

Rationale

Many models and definitions of consumer education have been proposed. It is generally agreed that consumer education has a value orientation. It is often implied that the goal is to develop "good consumers." However, what is meant by "good" is not usually defined. Is the "good consumer" the one who does the best job of satisfying personal and family needs and wants, or is the "good consumer" the one who operates in such a way as to further the economic health of society. or are there yet other characteristics of the "good consumer"?

Because the factual content of consumer education increases greatly and changes rapidly, it is not possible to teach consumers "everything they need to know." In order for consumers to use the vast amount of available information, they need to be aware of and skilled in those processes that assist consumers in sorting, interpreting, and analyzing this information. As consumers internalize the processes of inquiry, valuing, decision, and consumer action, they develop integrated consumer behavior.

Merely exposing the learner to a variety of processes is not sufficient. He must learn the nature of the process, know where and how it can and has been used, and be involved himself in using the process. The curriculum must provide episodes for inferring, for synthesizing, for judging, for the confrontation with issues, and for assessing and predicting consequences. What is most important is not what facts the students learn but rather the processes they learn to use to develop their ideas. Thus, the decision was made to develop modules that focused on process rather than on the acquisition of information or content.

The Framework

Extensive review of curriculum materials in consumer education provided the background for the development of a framework for teaching consumer education. The framework specifies value orientations and identifies consumer proficiences. It can be observed that consumers display a variety of different behaviors. These behaviors are grouped along a continuum from egocentric to other-centered. The continuum is divided into levels to aid in identifying the learner's progress. The framework serves as an organizational tool and is not intended to represent mutually exclusive stages. Consumer behavior matures and develops with the assistance of the process we call education. (The entire framework is found on page xii.) The following is a summary of the framework.

Level I consumers tend to be impulsive. Immediate needs and wants determine most of their consumer habits.

Level II consumers tend to champion consumer rights. They accept many half-truths and their actions may be in conflict with their values.

Level III consumers' actions are based upon facts and values. They are strongly influenced by the total environment — both present and predicted.

Level IV consumers are motivated by their concern that their fellowmen be active public decision-makers. They are dedicated to truth and use their personal resources to accomplish their goals.

The framework identifies the developmental tasks to be accomplished by consumer education and the definition of consumer education delineates the scope of the discipline. The educational goal thus becomes the development of the mental skills necessary to continued learning by increasingly competent, well-informed consumers. To progress from Level I to Level IV the consumer must master and internalize the processes of inquiry, valuing, decision, and rational consumer action. The *content is* these *four processes* and their component parts rather than topic-oriented subject matter.

The Spiral-Process Approach

Four basic processes have been identified as necessary for a person to use in moving through the levels of consumer behavior identified in the framework. The processes are the basis for the continuing development of consumers.

I. Inquiry process
II. Valuing process
III. Decision process
IV. Action process

The paradigm or model representing the spiral-process approach to consumer education is found on page xv.

The spiraling of the processes permits learners' repeated exposure to the processes themselves and to concepts at different levels of complexity, and it provides the repetition necessary for meaningful learning. Spiraling allows the teacher to plan the degree of repetition to correspond to the changing interests of learners and their increasing ability to understand abstractions.

Each of the basic processes implies and includes a cluster of inter-related skills which are developed in the module.

The process of inquiry includes:

1. recognizing a problem
2. considering tentative solutions (hypothesizing)
3. clarifying terms and concepts
4. collecting data and evaluating data sources
5. analyzing data to test the hypothesis and developing a conclusion
6. applying the conclusion to new situations.

The process of valuing includes:

1. recognizing value components of a situation
2. considering value-relevant behavior
3. clarifying values exemplified and identifying conflicting values
4. hypothesizing about value sources and supporting the hypothesis
5. analyzing value alternatives and hypothesizing about possible consequences
6. examining value preferences

The process of decision brings together the results of the inquiry and valuing modules and further includes:

1. recognizing a decision-problem
2. considering alternatives
3. clarifying alternatives
4. predicting consequences
5. analyzing alternatives
6. ordering alternatives

The process of consumer action represents a culmination of the others and includes:

1. recognizing issues
2. considering evidence and alternative actions
3. clarifying consumer actions
4. organizing evidence and selecting actions
5. analyzing actions and accepting consequences
6. initiating and evaluating actions

The set of modules is designed to teach proficiency in performing processes essential to intelligent consumer behavior.

Use of the Modules

Recognizing that curriculum materials are more effective when adapted by the teacher for specific groups of learners, the modules have been developed for teacher use. The modules are intended for flexible use and are appropriate for learners from grade 9 through adults, in class or non-class situations and with vocational youth groups. Many of the activities can be adapted by the teacher for independent learning and individualized instruction situations.

Pre- and post-assessment devices are included to assist in measuring learning. The materials are competency-based and include instructional objectives and learning activities. Resources and related readings are also included.

Each learning experience is built to teach a process or portion thereof. Infinite adaptations are possible. Experiences may be used "as is" to teach consumer proficiencies or adapted and supplemented with other learnings. For instance, a lesson may include a situation about the consumer problems of an automobile purchaser. The situation could be replaced with one about the consumer problems of grocery shoppers.

Consumer Education Curriculum Modules: A Spiral-Process Approach is not designed to replace existing curriculum materials. Rather, it is to help the teacher alter the focus of present instruction in consumer education by providing the means for emphasizing the processes necessary for the development of competent consumers.

FRAMEWORK

The ***Consumer Education Curriculum Modules: A Spiral-Process Approach*** was developed to help an individual assume responsibility for gaining satisfaction and an improved well-being for himself and others in present and future generations by developing consumer capabilities, skills and understandings. Consumer well-being is a state of existence (life) characterized by the rational approach to the consumption of goods and services in a manner consistent with values influenced by a concern for one's fellowman and the preservation of the environment. Clusters of observable behavior and implied attitudes have been described to delineate consumer growth. The levels are seen as building upon one another until the consumer ultimately shows involvement and commitment through his behavior. The activities of the modules have been designed to facilitate growth toward Level IV.

Level I consumers choose, buy, and use according to their present needs and wants. They have only a sketchy idea of their roles as consumers and a hazy notion of their real needs and wants. They tend to be impulsive, unaware of conditions that influence their behavior, and secure with their past patterns for acquiring. In short, there is little evidence of critical thinking employed at this stage.

Level II consumers are part of the current consumer movement. They have knowledge of the decision process when carrying out many of their comsumer activities. They have a pseudosophistication in the marketplace. Their well-intended involvement in bettering the environment and social well-being for all may result in demands based upon half-truths which disregard the long-range implications of their actions. Value clarification is just beginning at this level.

Level III consumers' behavior shows the results of the integration of their personal values with judgments based upon facts. They attempt to assess the effects of spin-offs before carrying out decisions. They are strongly influenced by the total environment — both present and predicted.

Level IV consumers set priorities and exercise their influence upon the public and private sectors of the economy to improve conditions for present and future generations. They are the "superstars" among consumers, promoting change or the status quo in the interest of continued and improved well-being of all. They are truly involved in the role of public decision-maker.

COMPETENCIES FOR CONSUMER EDUCATION

Over-arching Competency for the *Consumer Education Curriculum Modules: A Spiral-Process Approach* > **The learner's consumer behavior is characterized by *inquiry, valuing, decision,* and *consumer action.***

The individual has internalized the processes of inquiry, valuing, decision, and consumer action so that he reacts persistently and consistently with a set of related consumer situations. This basic orientation enables the consumer to reduce and order the complex world and to act effectively in it.

The process of moving toward this competency is continuous and never-ending. One must master the four consumer competencies to attain the over-arching competency. When these consumer competencies are used by the consumer as an integrated system, the consumer will approach mastery of the over-arching competency.

Mastery is taken to mean the skillful performance of: a) each element within a process, b) each element in combination with other elements in the total process, c) independent application of the process, and d) cooperative application of the process.

CONSUMER COMPETENCY:

The consumer will use at a level of mastery the *Inquiry Process* in relation to consumer behavior.

OBJECTIVE:

Having completed the planned learnings in *Inquiry*, the learner will demonstrate use of the inquiry process at a level of mastery by:

1) recognizing a problem
2) considering tentative solutions
3) clarifying terms
4) collecting data
5) analyzing data
6) applying conclusion

CONSUMER COMPETENCY:

The consumer will use at a level of mastery the *Valuing Process* in relation to consumer behavior.

OBJECTIVE:

Having completed the planned learnings in *Valuing*, the learner will demonstrate use of the valuing process at a level of mastery by:

1) recognizing value components
2) considering value-relevant behavior
3) clarifying values exemplified
4) hypothesizing about value sources
5) analyzing value alternatives
6) examining value preferences

CONSUMER COMPETENCY:

The consumer will use at a level of mastery the *Decision Process* in relation to consumer behavior.

OBJECTIVE:

Having completed the planned learnings in *Decision*, the learner will demonstrate use of the decision process at a level of mastery by:

1) recognizing a decision-problem
2) considering alternatives
3) clarifying alternatives
4) predicting consequences
5) analyzing alternatives
6) ordering alternatives

CONSUMER COMPETENCY:

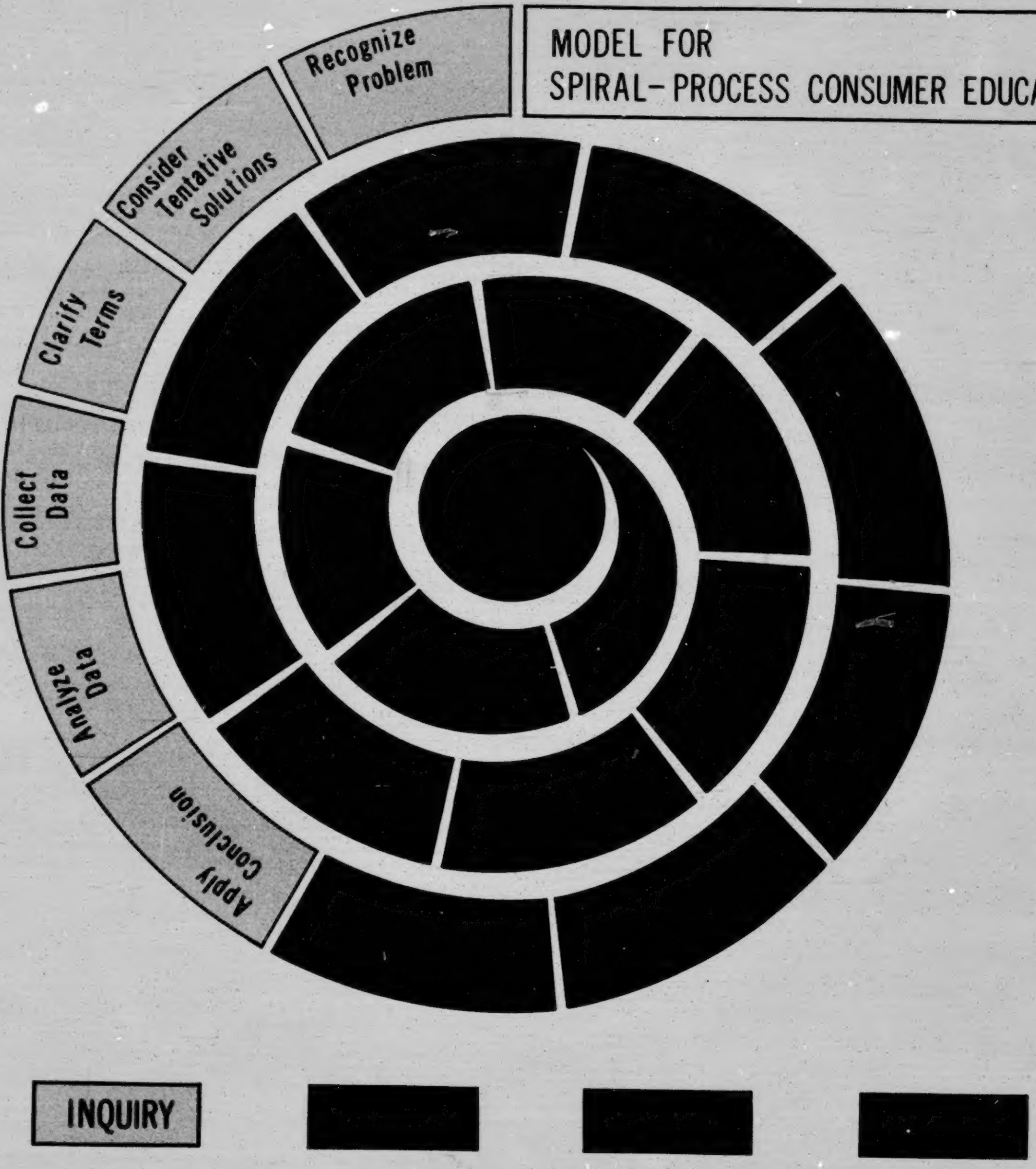
The consumer will use at a level of mastery the rational consumer *Action Process* in relation to consumer behavior.

OBJECTIVE:

Having completed the planned learnings in *Action*, the learner will demonstrate use of the rational consumer action process at a level of mastery by:

1) recognizing issues
2) considering evidence and alternative actions
3) clarifying consumer actions
4) organizing evidence and selecting actions
5) analyzing actions and accepting consequences
6) initiating and evaluating actions

MODEL FOR SPIRAL-PROCESS CONSUMER EDUCATION


Recognize Problem
Consider Tentative Solutions
Clarify Terms
Collect Data
Analyze Data
Apply Conclusion
INQUIRY

CONSUMER EDUCATION — A DEFINITION

Consumer education is the process for gaining satisfaction through the considered use of personal and environmental resources. It promotes the development of a system for handling the continuous flow of consumer information while building consumer skills, principles, and understandings. At the same time, it assists the individual in his translation of past experiences into generalizations for future application. Its worth must be measured in terms of its contributions to the improved well-being of present and future generations.

INTRODUCTION TO THE ACTION PROCESS

The learning experiences contained in **Action** develop proficiencies for communicating the consumer concerns of the general public for the purpose of bringing about changes with predicted benefits for present and future generations. **Action** is the rational continuation and culmination of the process of **Inquiry, Valuing** and **Decision.**

When learners have made decisions on important consumer issues they should, where possible, have opportunities to participate in activities to implement the decisions they have made. In order to maintain interest as students learn ways to participate effectively in consumer action, the teacher will need to select topics and issues which are relevant to the particular group of learners. The teacher assists the learners in developing ways of acting which are consistent with values and are acceptable in terms of the predicted consequences of the actions.

Action may take the form of observation, participation, or leadership as learners become effective in political and social arenas. Effective consumers act intelligently to influence public policy and have mastered the action skills involved in 1) recognizing issues that require consumer action, 2) considering evidence and alternative actions which will produce desired consumer goals, 3) clarifying consumer actions in terms of personal abilities, values, and resources, 4) organizing evidence and selecting action(s) judged to bring about desired change, 5) analyzing actions and justifying acceptance of the responsibility for short and long term consequences, and 6) initiating, following through, and evaluating the action in the interest of the consumer well-being.

Administering the Action Process Pre-Assessment

Before beginning to use the learning experiences within **Action** the teacher may wish to administer a group of pre-assessment questions from among those presented in the **Action process assessment items**, pages 3-15. The **Matrix of action process assessment items**, page 81, may be used as a guide to selecting questions.

This pre-assessment provides evidence regarding each learner's ability to perform the objectives of the action process prior to participating in the learning experiences. Such evidence is useful in planning lessons to meet the educational needs of learners. From the action pre-assessment results, the teacher can identify those objectives of the process which require greatest emphasis.

What is being evaluated is the learner's ability to perform the action process. The learner is not being tested for knowledge of specific topics. Therefore, the topics of the assessment questions and the topics of the learning experiences need not be the same.

The **Answer key for the action process assessment items** is found on page 80. No form for the learner answer sheet has been included since the teacher will want to select from among the questions those which are appropriate for a particular group of learners. As learners re-encounter the action process, the teacher could select more complex assessment questions.

Since learners will take the same evaluative questions following the action process learning experiences selected by the teacher, the copies of the questions may be reused for the post-assessment. If this procedure is followed, the teacher would direct learners to respond to questions on an answer sheet or on a blank sheet of paper.

A comparison of the learner's pre-assessment and post-assessment responses will help measure whether and to what extent the learner has developed the stated *Consumer Competency* for **Action.** (Directions for administering the action process post-assessment are found on page 79.)

ACTION PROCESS ASSESSMENT ITEMS

1. Lana wanted to buy a safe toy to give her 18-month-old son. She found a cute "Snoopy" dog for 99 cents. It was made of plastic with felt ears and eyes. It looked safe. After her son had played with the toy, she noticed the nose had come loose. To her horror, the nose was fastened to the dog with a common straight pin.

Which of the following is an issue which Lana faces and which requires action in the interest of consumer well-being? Check **one** response.

____ A. How can one get a refund for merchandise which is unsatisfactory?

____ B. How can she get another toy dog that is more safely made?

____ C. What needs to be done to keep unsafe toys off the market?

____ D. What needs to be done to teach children about the danger of some toys?

2. As Mark travels along the streets in his town, he notices that there is a lot of litter on the sidewalks and streets — cans, paper, and bottles.

Which of the following is an issue which Mark faces and which requires action in the interest of consumer well-being? Check **one** response.

____ A. Who in the city maintenance system is responsible for regularly cleaning up the litter?

____ B. Are the people who litter fined and required to pay a certain amount of money?

____ C. How can the citizens convince store managers to sell beverages only in returnable bottles?

____ D. What can citizens do to stop themselves and others from littering the sidewalks and streets?

3. When Don was shopping for a photo album, he decided to buy one of the more expensive types because he was told that he could always buy the "filler" pages for it. With these pages, Don planned to expand the album as he collected photos. Now Don is told that the company no longer makes filler pages to fit his type of album. He has been told he has to buy a new album for which the company has filler pages.

Which of the following is an issue which Don faces and which requires action in the interest of consumer well-being? Check **one** response.

____ A. How can consumers make manufacturers responsible for having parts available for items over the period of time indicated?

____ B. What type of photo album and how many filler pages should Don buy?

____ C. How can Don convince other consumers that they should not buy the type of photo album which he bought?

____ D. How can consumers make manufacturers notify consumers when they (the manufacturers) are no longer making certain parts available?

4. Ellen takes the bus to work everyday. The bus is supposed to be at her stop at 7:30 a.m., which would get Ellen to work on time at 8 a.m. But the bus arrives at the stop anywhere between 7:20 and 8:10 a.m.

Which of the following is an issue which Ellen faces and which requires action in the interest of consumer well-being? Check **one** response.

____ A. What can be done to make the buses run on schedule?

____ B. Could Ellen change her working hours so that she could arrive at 9 a.m.?

____ C. How can Ellen make sure she gets to the bus on time each morning?

____ D. How can consumers promote friendly and inexpensive service by the bus company?

NUTRITION INFORMATION

(Per Serving)
Serving size = 8 oz.

CALORIES	560
PROTEIN	23 g
CARBOHYDRATE	43 g
FAT	33 g
Polyunsaturated*	22 g
Saturated	9 g
Cholesterol* (18 mg/100 g)	40mg
Sodium (365 mg/100 g)	810mg

Percentage of U.S. Recommended Daily Allowance (U.S. RDA)

PROTEIN	35
VITAMIN A	35
VITAMIN C	10
THIAMIN	15
RIBOFLAVIN	15
NIACIN	25
CALCIUM	2
IRON	25
VITAMIN B-6	22
VITAMIN B-12	15

*Information on fat and cholesterol content is provided for individuals who, on the advice of a physician, are modifying their total dietary intake of fat and cholesterol.

5-12. This is the label on the back of a food container. In answering questions, numbers 5-12, consider only the information given on this label. Assume that each action refers to one 8-oz. serving.

For each action listed below, write in the blank:

D if the information on the label indicates that this action is likely to have **desirable** effects on health;

U if the information on the label indicates that this action is likely to have **undesirable** effects on health; or

NS if the information on the label is **not sufficient** to say whether or not this action is likely to have desirable or undesirable effects on health.

____ 5. Serve this food to a friend who is on a low sodium diet and should not have more than 300 milligrams (mg) per day of sodium.

____ 6. Eat this food at a meal. You are to have at least 20 grams (g) of protein at each meal.

____ 7. Eat this food at a meal. You have been told to eat foods low in calcium.

____ 8. Serve this food to a friend who has anemia and wants to eat food which contains iron.

____ 9. Serve this food to a friend who has ulcers and should not eat foods which are difficult to digest.

____ 10. Eat this food for snacks between meals. Your doctor has put you on a 1200 calorie per day diet.

____ 11. Eat this food instead of getting your carbohydrates from bread.

7/8

12. If you had been involved in the action process which helped bring about a government law that required all food manufacturers to label their food products as completely as the example given, how would you evaluate your action in terms of consumer well-being?

13-16. Below is a list of products carried at the grocery store. Consider each of the following reasons for buying one of the products. Place the letter of the product which would most likely be purchased when the named value influenced the decision.

Choices

A Orange Juice (100% orange juice) (25¢/qt.)

B Orange Drink (not less than 10% orange juice) (25¢/2½ qt.)

C Imitation Orange Flavored Drink Powder (2% orange juice) (10¢/qt.)

The reason for buying with the value influencing the reason

____ 13. To get the greatest amount of natural food value.
Value: Natural food value

____ 14. To have on hand to drink in place of water.
Value: Convenience and spending least amount of money

____ 15. To carry on a 3-day-hike.
Value: Energy

____ 16. To follow a diet that calls for "lots of fruit."
Value: The real thing

17. When Mel looks out the window of his office at the local school, he sees large, beautiful trees. They make him feel close to nature. The school administration has requested removal of these trees because they block the view of the street when motorists stop at the corner, making it difficult to see approaching cars.

Mel values nature and getting along with people. Check the **one** action below which would **not** agree with Mel's values.

____ A. Form a picket line in front of the building.

____ B. Write a letter to the editor of the local newspaper and ask for public opinion about the tree removal.

____ C. Form a committee to study alternatives to the tree removal.

____ D. Check statistics to see how many accidents have occurred at this corner.

18. Matt was asked to speak to a group. His assigned topic was "Why labeling requirements aren't necessary for canned products."

Matt believes labeling is important and that labeling should be truthful and helpful to consumers. Matt values honesty in dealing with others.

Matt wants to act consistently with his values. Mark the blank preceding the one action below which will most likely lead to achieving this goal.

____ A. Give the speech on the assigned topic and also start a campaign to educate consumers on the importance of labeling.

____ B. Contact the chairperson and convince her or him to change the topic of the speech.

____ C. Write a letter to the chairperson, saying he does not wish to give the speech.

____ D. Give the speech on the topic assigned, but only accept future invitations to present speeches which agree with his beliefs.

19-21. A group of people were talking about the poor quality of the food in the town's most popular restaurant. The group agreed that they all had had unpleasant experiences eating there, such as being served tough meat, cold soup, and stale bread. Some of the group's comments are listed below. In each of the two lists below, mark the **one** comment which is most likely to cause the restaurant to improve the quality of the food being served.

19. Select **one:**

____ A. My sister knows the manager; I'm going to ask her if the manager eats in his own restaurant.

____ B. I'm not going to go to that place again.

____ C. Who will go with me to discuss the quality of the food with the manager?

____ D. If I'm served poor food again, I'll walk out of the restaurant.

20. Select **one:**

____ A. The restaurant owners meet every month; I'm going to ask to be on the program to discuss food quality at one of the next meetings.

____ B. As long as the business is good, the food is not going to get any better.

____ C. It's too bad that there isn't another restaurant that is large enough for our Christmas party.

____ D. I think I'll eat before I go and just order coffee at the restaurant in the future.

21. Judge the effectiveness of the actions you chose in numbers 20 and 21 if such actions caused the restaurant to improve the quality of the food it serves.

22-26. Upon seeing the sign below right, a person might act in the following ways:

A Do what the sign says;

B Not do what the sign says; or

C Find out more about the contest before deciding whether or not to participate.

WIN A PRIZE

worth
$1,000

Fill in the coupon

Below is a list of reasons that could account for the different actions, **A, B,** or **C.** In the blank preceding each reason, write the letter of the action which it explains.

____ 22. Filling out coupons takes time that could be spent in more productive ways.

____ 23. Someone is going to win so it might as well be me.

____ 24. Free prizes aren't always free.

____ 25. I mistrust contests and drawings.

____ 26. Contests are just tricks to make you think you are getting something for nothing.

27-31. One store in your community has unit pricing. You have found that by using the unit pricing information, you can quickly compare costs. The store manager has just announced that the store will discontinue the unit pricing service because not enough people use it.

27. Which one of the following actions would be most likely to keep unit pricing in this store? Check **one** response.

____ A. Tell the manager your feelings about unit pricing.

____ B. Write to the national office of the grocery store chain telling them of the manager's announcement.

____ C. With other interested people, arrange with the store manager for times when you could talk with shoppers about unit pricing.

____ D. Contact a member of the City Council about introducing a city-wide policy which would require all stores to use unit pricing.

28. If your action brings about increased use and understanding of unit pricing, you might have to accept the consequence that **other stores in the area will begin to use unit pricing.** Check the **one** reason below which explains why you could accept responsibility for this consequence.

____ A. A belief that competition is necessary in a free enterprise system

____ B. A belief that what is good for me is good for everyone else.

____ C. A belief that when unit pricing becomes popular, stores will use more direct and factual advertising.

____ D. A belief that when unit pricing becomes popular, grocery stores will be kept cleaner and more orderly.

29. If your action brings about increased use and understanding of unit pricing, you might have to accept the consequence that **people other than yourself will be able to reduce the amount of money they spend on food.** Check the **one** reason below which explains why you could accept responsibility for this consequence.

____ A. A belief that producers and manufacturers of food products receive too much profit.

____ B. A knowledge that people could then have more money to spend on other necessities.

____ C. A belief that natural foods are better for people than are foods with additives.

____ D. A belief that convenience foods should be easily available to others and myself.

30. If your action brings about increased use and understanding of unit pricing, you might have to accept the consequence that **the cost of food will increase because the store manager will pass on to the consumer the cost of providing this service.** Check the **one** reason below which explains why you could accept responsibility for this consequence.

____ A. Valuing information more than economy.

____ B. Valuing economy more than information.

____ C. Valuing honest advertising more than convenience.

____ D. Valuing convenience more than honest advertising.

31. In terms of consumer well-being, evaluate your action if you had been involved in the process which helped bring about unit pricing by 75 percent of the grocery stores in your area.

CONSUMER COMPETENCY FOR ACTION AND OBJECTIVES

Consumer Competency for Action: The consumer will use at a level of mastery the action process in relation to consumer behavior.

Objectives: Having completed the planned learnings in **Action,** the learner will demonstrate use of the action process at a level of mastery by:

1) recognizing issues that require consumer action.

2) considering evidence and alternative actions which will produce desired consumer goals.

3) clarifying consumer actions in terms of personal abilities, values and resources.

4) organizing evidence and selecting action(s) judged to bring about desired change.

5) analyzing actions and justifying acceptance of the responsibility for short and long term consequences.

6) initiating, following through, and evaluating the action in the interest of consumer well-being.

LEARNINGS FOR OBJECTIVE 1)

Recognizing Issues

Consumer Competency for Action: The consumer will use at a level of mastery the action process in relation to consumer behavior.

Objective: Having completed the planned learnings in **Action,** the learner will demonstrate use of the action process at a level of mastery by

1) recognizing issues that require consumer action.

Suggested Learnings

page
Hazel's headache 19
Get it together! 21
Community consumer affairs 22
Who's to know? 24
Urban shoppers 25
How many? 27

HAZEL'S HEADACHE

The process of action begins with the recognition of an issue that requires consumer action. In this lesson situations are studied to determine whether a problem is merely a personal dilemma or a consumer problem with long-range implications.

Read the following situation to the learners:

Hazel had joined a book club three years ago for her 8-year old son Jonathan. Books came in the mail once a month, but only four books needed to be chosen and paid for in a year's time for Hazel to remain a member of the club.

After two years Jonathan said he'd rather check out books from the library. Many of the books coming from the book club were either below his reading level or on some subject that didn't interest him. Besides the books did add up to quite an expense over the year. Hazel wrote to the company requesting that they cancel her membership in the club.

It is now a year later and the books are still coming each month and the company is sending nasty letters requesting payment. Hazel faithfully returns the books to the company by mail and has written three more letters to the company. This morning Hazel received a really nasty letter in the mail. The book company wrote asking what kind of person was she not to pay her bills on time. Hazel is so angry she's not sure just what to do.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
What is the problem?	Hazel can't get the club to stop sending books.
	Something is wrong with the communication between Hazel and the club.
Relate an experience you have had or know of that is similar to Hazel's headache.	I had trouble with a record club. I didn't get the records I requested.
	I got tapes from a tape club without being billed. I figured I'd never get a bill, but finally I did. Wow, was it awful!
What could be the cause of the problem?	Hazel didn't understand the membership conditions.
	Computers handle the billing. They don't read the letters.

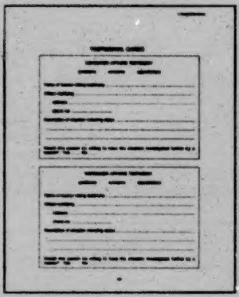
1) recognizing issues

Suggested Teacher Response	Possible Learner Response
Let's brainstorm about some ideas for actions to be taken in this situation.	Ignore the letters. Call a lawyer. Write the Federal Trade Commission. Call the State's Attorney Office. Write or call the President of the company.
Which of the problems you've mentioned could be of concern to many people?	I suppose all could be, but just because something happened to me I can't assume that it is anything more than just my personal problem.
How could we find out if many people have similar consumer problems?	We could survey our neighborhood. We could call or write the Better Business Bureau to find out if other people have expressed similar concerns. We could arrange an interview at the Legal Aid Society to find out what their lawyers feel cause the possible problems that people may have with contracts.

GET IT TOGETHER!

After learners have verbally identified some possible concerns of consumers in their community, a system for keeping a record of concerns will be helpful. Summarize issues mentioned by the learners in previous lessons such as **Hazel's headache,** page 19, and distribute a proposed format, **Testimonial cards,** page 85.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
For what purpose might the *Testimonial cards* be used? 	I've had things happen to me that I could write on this card. We could interview people and use the cards to keep a record.
If we kept this record what might we find out?	What things really are of concern in our community?
Decide who will be responsible for collecting the cards as you complete them. *(Note: These cards will be used again in the other lessons.)*	*(Learners choose someone to be responsible for collecting the cards.)*

COMMUNITY CONSUMER AFFAIRS

The purpose of this learning activity is to assist learners in developing generalizations about consumer affairs in their own community.

In the learning, **Get it together,** page 21, the learners completed **Testimonial cards,** page 85. From these cards make a list of about twenty-five topics. The topics should be varied. The list may be written on the chalkboard or distributed to the learners.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Which of the topics on the list seem to belong together? *(Write responses on board.)*	Shoes, gasoline, and energy Checks and banks
Are there others that seem to belong together? *(Continue to encourage the clustering of topics. A topic may fit into more than one category if learners wish. There is no "right" system for clustering.)*	Smooth roadways, bicycles, and safety could go together.
Why do you wish to put . . . and . . . together?	Because you need one for the other.
(When most of the topics are clustered, draw a line above each list.)	
What label or heading would you like this cluster to have? What describes what is in the cluster? *(Encourage learners to name the categories in their own words until all are satisfied with the labels chosen.)*	Transportation
What did you notice about these groups? What made you decide that . . . and . . . went together? What makes this group different from that group?	
What do Category "A" and Category "B" have to do with each other? *(Encourage learners to verbalize the relationships they see.)*	
What could be concluded from all that you have said? What generalization can you make? *(Be accepting of all remarks while encouraging complete sentences.)* *(Write generalizations on the board.)*	

Suggested Teacher Response	Possible Learner Response
What if this were not a capitalistic society? Would the generalization still be true?	
What examples can you give for which the statement is true? Would it be true in a larger or smaller city?	
When would . . . *(generalization)* **be true?** *(Restate the generalization giving circumstances.)*	*(The generalization represents the energy potential for thinking in the group. If the group atmosphere is accepting and encouraging, learners will gain sophistication in their ability to hypothesize.)*

WHO'S TO KNOW?

In this learning the students examine a situation to identify issues which could require consumer action. A value-laden situation, such as the following, will help learners to identify more than one point of view.

Situation:

Mick was looking for tools in a department store and noticed the new lawn tractors. Since Mick was really interested in anything that had an engine in it, he went over for a look. "Say, doesn't this tractor have a HECL engine in it?" he asked the salesperson.

"Oh no, that is made completely by our corporation with our own engine."

Lifting the cover on the engine, Mick saw in clear 4-inch type "HECL ENGINE." He was really a little irritated. "How can these people sell anything?" he wondered. This was at least the fifth time he had spoken with a salesperson in this store and received incorrect information.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
As I tell you about a situation that might have happened to a consumer, think about what consumer issues are involved *(see above)*.	
What general statement would express Mick's consumer concern?	Salespeople don't know about the products they are selling.
What is the consumer issue in the situation?	Salespeople's knowledge of the products they sell.
What values are involved?	Honesty Knowledge Responsibility
What could other consumers in Mick's situation do?	Consumers could take the responsibility for knowing about products they intend to buy. They could refuse to shop in stores where salespeople don't know their merchandise.
What results could you expect if no action were taken?	Things would stay as they are now. Some salespeople know their merchandise and some do not. Some consumers know and get what they want to buy, and some do not.

BEST COPY AVAILABLE

URBAN SHOPPERS

Learners compare shopper behavior types and determine if some consumer issues have existed for many years.

Research indicates differences in attitude among urban shoppers. The four types of shoppers, classified according to their attitudes toward stores are:

1. The *economic consumer,* who has strong attitudes about the price, quality, and assortment of merchandise. This shopper prefers large department stores or chain stores where there is a large assortment of goods and an impersonal relationship with clerks.
2. The *personalizing consumer,* who requires a personal relationship with the store personnel. Price, quality, number of choices, and selling techniques are not as important to this shopper.
3. The *ethical consumer,* who possesses favorable attitudes toward small businessmen and negative feelings toward chain stores. This consumer feels a moral obligation to "help the little guy out."
4. The *apathetic consumer,* who views shopping as an unpleasant task. He shops "to get it over with" and is most concerned with the convenient location of the store.*

On each of the four index cards, write the description of one type of shopper. Learner groups will develop skits based on the information on the cards.

*G. P. Stone, "City Shoppers and Urban Identification," *American Journal of Sociology,* LX (July 1954) pp. 36-45.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Divide into four groups. I will give each group a description of a shopper. In your group prepare a skit which will show the consumer behavior of the type of shopper described. Also, prepare a sign telling the "audience" what type of shooper your group is portraying. *(Give learner groups one of the four shopper descriptions listed above.)*	*(Learners divide into groups and prepare their skits and signs.)*
Which group will present the first skit?	*(All four groups present their skits.)*
Have you ever seen any of these types of shoppers?	Yes, me! I don't care what I buy as long as I get out of the store quickly. I'm an "apathetic" shopper.

1) recognizing issues

Suggested Teacher Response	Possible Learner Response
The types of shopper behavior presented in the skits were identified and reported over twenty years ago. In what ways might the types of shoppers be the same today? In what ways might they be different?	I think there are fewer "personalizing consumers" today. One can hardly expect to know the sales personnel in the larger stores.
How may each type of consumer affect the marketplace?	The "personalizing shoppers" may be dangerous in that they would perhaps allow defective products to stay in the marketplace rather than jeopardize their relationship with the store personnel.

HOW MANY!

Learners gain confidence in their creative abilities as a result of the experiences planned for in this lesson. The teacher helps the learners to explore and find new meanings for a familiar concept. Anticipate "wild," but fascinating ideas throughout the lesson. The format may seem peculiar, but the results are rewarding. For additional information see *Models of Teaching* (B. Joyce and M. Weil, Prentice-Hall, 1972, pp. 233-252).

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
What is a consumer issue?	Something that consumers feel is their business.
How might the term, "consumer issue," be used in a sentence?	There are business practices which are of interest to consumers; these are consumer issues. The plan for a new highway system is a consumer issue.
We all seem to have some idea of what consumer issues are. In order to become more alert to possible consumer issues, compare a consumer issue to some kind of vegetation like a flower or a vegetable — some plant that could be compared to a consumer issue and found to be similar.	An African violet is like a consumer issue in that you can't tell when it is going to bloom until it has flowers. A carrot is just like a consumer issue. Grass could be like a consumer issue because it can be cut too short and take a long time to grow. Green beans can be fresh, frozen, or whatever, but most people think they should be cooked before they will eat them and like them.
You mentioned an African violet, a carrot, grass, and green beans. Which of these would make the strangest comparison to a consumer issue?	Grass.
***(Grass)*, okay! Describe *(grass)* to me.**	It is green or brown and grows out of the ground. People plant it around their houses or go to parks to walk on it.
What else do you know about *(grass)*?	If everyone walks in the same place, it dies. It quits growing if the weather gets really cold.
Try this. Pretend you are *(grass)*. What does it feel like to be *(grass)*?	I'm so big, I can't even see all of myself.
How do the rest of you feel being *(grass)*?	I haven't a care in the world. If a part of me dies I'll still go on living.
Where are you?	If I were grass I'd be in a park.

Suggested Teacher Response	Possible Learner Response
Remember, you ARE the *(grass)*. Tell me what you see in your park?	There are sprinklers keeping me from getting thirsty or turning brown.
Now that you are *(grass)*, what is important to you?	I like people. They walk on me, and I tickle their feet.
	It's fun to be grass.
	I'm so pretty. People come just to look at me.
	I'm lonesome because I'm just one little blade of grass growing through a crack in a sidewalk.
You mentioned many ways you felt. I noted some of the words you used: *(big, carefree, dead, living, thirsty, brown, fun, pretty, lonesome, little)*. From this list pick two words that are opposites. Pick words that seem to fight with each other.	Big and little.
	Dead and pretty.
	Dead and fun.
	Lonesome and carefree.
Which pair is the most difficult to imagine together?	Lonesome and carefree.
Think of a machine that could be both *(lonesome and carefree)*.	A car on vacation when the people are in it is carefree, but when they get out to look at something it is lonesome.
What other machines might be *(lonesome and carefree)*?	A rocket.
	A drill is carefree when it starts making a hole, but lonesome when it gets in deep.
	A hydraulic lift is lonesome when not in use, but when it is turned on, it just pushes anything up that is on top of it.
Which machine makes the best *(lonesome-carefree)* example?	A rocket.
In what ways is a rocket lonesome and carefree?	It starts off ready for anything, but then it may go off course and never be found.
What else about a rocket is lonesome and carefree?	It can be fired and shot many times, but between times it may not even be looked at.
You have shown a lot of imagination. Now think again about consumer issues. How might a rocket help us to describe what is meant by consumer issues?	They both can sit unnoticed until they are put into the air for everyone to see.

Suggested Teacher Response	Possible Learner Response
Good! Now, use any of the ideas that have been brought up today and write something about consumer issues.	Consumer issues are all around and above and below the ground. Sometimes the ideas get cut up and die; other times they are nourished and gain attention. They are like a rocket when one goes off course and out of sight. No one may be looking for a consumer issue, but eventually someone will stumble over one and make it important enough for others to notice it. *(Other learners share their thoughts.)*
Now that we have expanded our concept of the term, "consumer issue," look around for different kinds of consumer issues. We will have a contest to see who can develop the longest list. Ask people, listen to the news, and find others on your own.	
What deadline should we set for our contest?	The end of the week.

LEARNINGS FOR OBJECTIVE 2)

Considering Evidence and Alternative Actions

Consumer Competency for Action: The consumer will use at a level of mastery the action process in relation to consumer behavior.

Objective: Having completed the planned learnings in **Action,** the learner will demonstrate use of the action process at a level of mastery by

2) considering evidence and alternative actions which will produce desired consumer goals.

Suggested Learnings

page
Diane and Bernie 31
What a strange experience 33
Game of action 35
Both sides now! 36

DIANE AND BERNIE

Before action can be taken on a consumer problem, evidence and alternative actions must be considered. This lesson provides opportunities for learners to examine evidence and actions. Read the situation to the learners.

Situation:
Diane and Bernie registered at a local department store's grant opening for a free trip to Mexico City. Three weeks later they received the following letter.

Dear Registrant,

We are pleased to inform you that YOUR entry was one of those selected to receive our SECOND PRIZE: a fabulous vacation to one of the world's most romantic settings, MEXICO CITY.

You may take advantage of your PRIZE any time during the next calendar year. The Vacation Certificate can be transferred and makes an excellent gift.

As you know, there is a $19.80 service fee, which is all you pay. You must make your reservation within the next TEN DAYS. You may designate your resort on the date of your arrival.

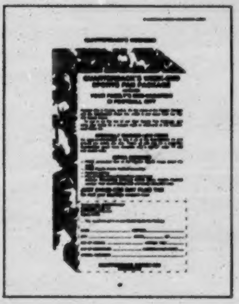
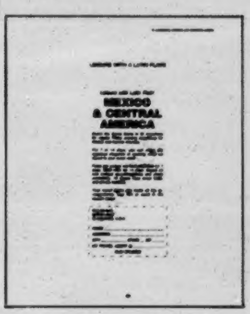
Mail your registration card and your service fee to the office of our Vacation Coordinator:

Happy Vacationing
Prize Division
City, State 08547

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
What evidence do you have from the letter?	That you must pay at least $19.80. That the prize is good for one year.
What decisions are possible for Diane and Bernie?	To go or not go on the trip. To whom might they give the "free" trip. Is the agency legitimate?
What additional information is needed to make a decision?	What does the trip include? —meals? —lodging? —fare?
What are the possible actions they could take?	Do nothing. Investigate the agency advertising the trip. Fill out the registration card and send in the money.

2) considering evidence and alternative actions

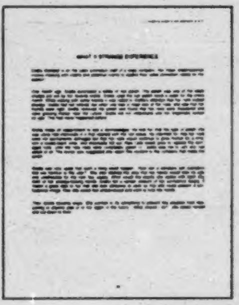
Suggested Teacher Response	Possible Learner Response
What would be the likely consequences of each action you mentioned?	They may save themselves money if the trip is really "free." They may lose money or end up paying more than they had intended or were led to believe they would.
Look at *Quarterback's weekend* (page 87) and *Leisure with a Latin flair* (page 89).  	
What evidence do you have on which to base a decision?	*(Students list facts found in the advertisements.)*
How could we find out more about advertisements such as these?	We could call the Better Business Bureau. We could have a representative of the FTC speak to our group about advertising. We could find out how to handle complaints regarding false advertising. We could survey the community and find out what companies or agencies send out this kind of advertisement. We could ask the Better Business Bureau or Chamber of Commerce what complaints, if any, have been made.
If you had more information, what could you do as a group to help other consumers?	We could compile a list of recommendations for various trips offered and make it public. We could choose which companies to investigate and make our findings available to the public.

WHAT A STRANGE EXPERIENCE

From the situation below, the learners are encouraged to identify the information relevant to the problem and to suggest alternative courses of action for gaining compensation and preventing the reoccurrence of the problem. They are also asked to predict the immediate and future consequences of each alternative suggested.

Prepare copies of **What a strange experience,** page 91.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Read *What a strange experience* *(page 91)*. 	
What information do we have about Gretta's situation? *(Write learner responses on the board.)*	She purchased a new shade of her favorite brand of nail polish. Gretta used the polish twice a week for four weeks. She never had any problems with her nails or nail polish before. The dermatologist said the polish had caused the nail condition.
Let's help Gretta in her predicament. What are some alternative courses of action that Gretta could take to get compensation for this problem and to prevent it from happening again? *(List the actions on the board.)*	Write the company and tell them what happened. Return the polish to the store and ask for her money back. Contact a sales representative and see what the company will do for her. See a lawyer to find out what she could do. Go to a small claims court and sue the nail polish company.

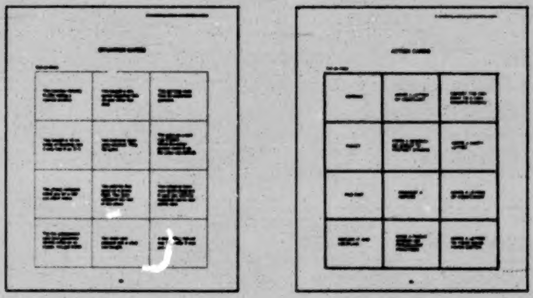
2) considering evidence and alternative actions

Suggested Teacher Response	Possible Learner Response
	She could contact the National Commission on Product Safety.
	Gretta could write to the regional office of the Food and Drug Administration.
Considering this list, predict at least two immediate consequences for and two possible future consequences for each alternative.	*(Learners write down at least two immediate and two future consequences for each alternative course of action that Gretta could take.)*

GAME OF ACTION

In **Game of Action** the learners identify a variety of actions which might be appropriate in a specific situation. Learners will also see that through argument many actions may appear to be "logical."

Make one set of **Situation cards,** page 93, and one set of **Action cards,** page 95, for each group to two teams. Divide your learners into teams of any number up to twelve, with an even number on each team being formed. Each pair of teams plays the game. Select a judge for each pair of teams. The judge determines who scores each point.



PROCEDURE:

One team is the situation team and one is the action team.

One person from the situation team draws a situation card and one person from the action team draws an action card. The situation will then be presented and the action person must use the action on his card and make it seem logical to this situation. You will have thirty seconds each to think out your strategy.

You may think that a situation in which a worm was found in your coffee beans couldn't possibly be acted on by writing a letter of compliment. However, you can make this action seem logical. A letter of compliment would be written about the fine quality of the beans, your faith in the sanitation standards of the company, and the health and cleanliness of the worm.

The judge will decide if the action member logically defended the action. If the action is judged to be "logical," the action team gets the point, if not, the situation team gets the point.

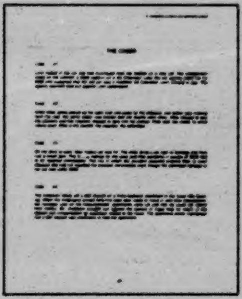
If you run out of cards for each team before the time is up, have the teams change sides. "Action" would then become the "situation team," and "situation" would then become the "action" team.

BOTH SIDES NOW!

To determine alternative actions, learners need to interpret facts and evidence available. This experience could be used effectively for role-playing in small groups. All the situations presented in the four cases contain real life ambiguities or uncertainties which lead to conflicting court decisions.

Copy **The cases,** page 97. Divide learners into four groups and appoint a leader in each group. Give each group leader one case.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Leaders, read your case to your group ***(page 97).*** 	*(Leaders read cases.)*
Within each group you are to: **1) justify a decision favoring the plaintiff.** **2) justify a decision favoring the defendant.** **3) propose legislation which could have prevented the situation.** **4) develop an argument against further legislation.**	
When you have finished, your leader will share your case and your findings with all of us.	*(Learners work in groups.)*
(Circulate among the groups. You may need to remind the learner that there are two sides to each case.)	
Are you ready to share?	Yes. *(Leaders present findings.)*

LEARNINGS FOR OBJECTIVE 3)

Clarifying Consumer Actions

Consumer Competency for Action: The consumer will use at a level of mastery the action process in relation to consumer behavior.

Objective: Having completed the planned learnings in **Action,** the learner will demonstrate use of the action process at a level of mastery by

3) clarifying consumer actions in terms of personal abilities, values, and resources.

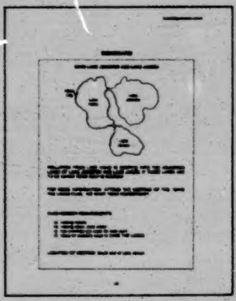
Suggested Learnings

page
Save the lakes 38
Do it! It doesn't cost anything! 39
Advertising and the consumer 41
How it really is 43

SAVE THE LAKES

In the learning, **Save the lakes,** learners determine consumer actions which could be carried out by a person and be consistent with the person's values.

Construct a bulletin board or make a transparency of the **Signboard,** page 99, and read the following situation.



Mark was walking down the street and noticed this on a signboard. (Show **Signboard,** page 99.)

Reading the sign aroused strong feelings in Mark. He certainly could meet all the club requirements. He valued nature and pure, clean water. He also had about five nights a week that he watched T.V., and he wouldn't mind giving that up. A problem arose when Mark read where the meeting was going to be. It was at the south end of Lake James, fifty miles away, and Mark didn't have a car. He decided to work on his own to help save the lakes.

Mark's decision to help save Lake Jennifer and Lake James led him to investigate and find out the facts about the problem. He then made several public speeches to tell people about the problem. Mark hoped that he had encouraged people to share in the responsibility for saving the lakes.

Follow-up Questions:

—What other courses of action could Mark have chosen?

—What steps would each course of action include?

—Which of these actions are in agreement with Mark's values?

—What skills and resources does Mark have that would enable him to carry out these actions?

—What actions would you recommend that Mark pursue next? Why?

DO IT! IT DOESN'T COST ANYTHING!

The learners' answers to questions in this lesson make value conflicts visible. By identifying the conflicts, alternative plans of action may be proposed. These actions are then to be clarified in terms of personal abilities, values, and resources.

Read the questions to your group and be supportive of all ideas generated. Your questioning in the discussion which follows the lesson will help learners recognize those actions which are consistent with their beliefs and available resources.

> When was the last time you spent about ten dollars on something for yourself?
>
> What did you get for your money?
>
> If you could snap your fingers and have the $10 back in your hand, would you do it?
>
> In your lifetime more than half the money you earn will be spent on products and services which bring you no satisfaction. Does this fact mean anything to you when you think about your very first pay check? Your next pay check?
>
> If either of your last answers was a "yes", then now is the time to look at an example.

Example: You have received the following offer in the mail to enter a "sweepstakes" contest —

> Dear Friend,
>
> Your number may already have been drawn as a winning number which entitles you to a grand prize of $1000. Could you use this amount of money?
>
> You can receive your prize only if you return the enclosed entry blank within the next 10 calendar days. Please say you would like to win by sending back the completed entry card right now.
>
> Your lucky numbers are #12345 and #54321.
>
> Yours truly,
> Sandy

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
How much will it cost you in postage to enter?	Probably 10¢
How many people to you know who have ever received such a prize?	No one, but so-and-so always enters everything.
Suppose that there are 10,000 people in your town or area who also received the offer. How much would the postage cost if everyone returned the entry blank?	$1000 if everybody entered. Some people enter more than one so that might make up for those who don't.

3) clarifying consumer actions

Suggested Teacher Response	Possible Learner Response
If you can think of a way that $1000 could be spent to advantage in your area, prepare a talk, display or some other communication which could be presented to a group such as P.T.A., church, city council, etc.	*(Various ideas.)*
Work individually or in groups of two or three.	
Be prepared to share your thoughts in an organized way to the class.	
(Have available many supplies for constructing audio and visual communication devices – tape recorders, camera, paper, etc.)	
(As you mingle with the learners you will find ways in which you can encourage and facilitate many really exciting ideas.)	

(Note to the teacher)

When the ideas are shared, you and the class should applaud each one. After all have received positive recognition, involve the class in predicting the consequences of each action, verify that these consequences are in line with the person's values and that available evidence supports the stand taken.

Encourage the learners to carry out the alternatives and plans of action if at all possible.

> *"Many of us spend half our time wishing*
> *For things we could have*
> *If we didn't spend half our time wishing."*
>
> *–Alexander Woollcott*

ADVERTISING AND THE CONSUMER

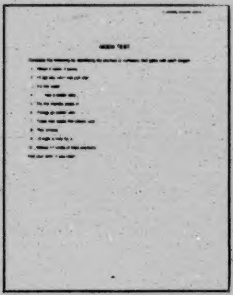
Advertising practices influence consumers. In this experience learners clarify some influences of advertising.

Distribute the **Mock test,** page 101, face down to your learners. Direct students to place a BIG "T" or "F" on the blank side of the paper to indicate whether the following statement is "true" or "false."

> Advertisers know and use a great many ways to get you to act in a way which they desire.

When all learners have made their decisions they should turn their "test" over and begin to answer the **Mock test,** page 101.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
You may talk with each other as you answer the *Mock test* (page 101). 	1) Morton's, 2) Lay's potato chips, 3) Olympia, 4) Ford, 5) United, 6) Coke, 7) Pepsi, 8) 7-up, 9) Camel, 10) Heinz
Raise your hand if you knew more than half the answers.	*(Show of hands, comments.)*
What grade would you give yourself?	
Did anyone give himself an "F"?	
Who taught you the answers you wrote?	
Now let's examine further the role that advertising plays in the marketplace. Here are two opposing arguments over which economists differ.	
1. Consumers' attitudes and wants are unknowingly controlled through advertising. Businesses who spend the most on advertising have the greatest success in the marketplace.	

3) clarifying consumer actions

Suggested Teacher Response	Possible Learner Response
2. Consumers' attitudes and wants are not changed by advertising. Advertising is a tool used to provide product information and the increased number of choices available.	
Assume you are going to develop and put a product on the market. Which argument will you choose?	I'd choose . . .
What personal values does your choice reflect?	honesty knowledge control of others money looking out for myself succeeding in my business
Propose a plan consistent with your values, abilities, and resources to make consumers more effective in the marketplace. Consult any resource you wish.	
(Allow learners three to five days to develop their plans. They will probably want to share them with the group.)	

HOW IT REALLY IS!

How it really is presents some drastic consumer actions. It will help learners to become aware of the consequences of various consumer actions.

Be very convincing as you read the story so that learners believe, for a while, that this *is* the way you have handled your consumer problems. Eventually the learners will become upset and realize that the consumer actions shown here are very drastic. Learners will be asked to choose other courses of action, to pick a consumer problem, and to implement one of these alternative courses of action.

HOW IT REALLY IS!

I'd like to tell you how it really is in the world of consumers. It is a cinch that I know because I have had every experience imaginable.

When I bought my queen size bed, I thought it was the ultimate in luxury until I discovered that in one night of sleeping, the mattress fabric had pulled away from the seams. So, I took it back to the store, and I set it up in front of the door. The sign I put on it said, "A real bargain! The mattress lasts one night!" Did I get action?! The manager stormed out of the store and said, "Lady, we will do anything, if only you will get this bed out of here!" He also called me a few names I didn't like, so I am suing him for slander. The court case is pending.

I really upset the manager of a cafe last week. I had ordered a cheeseburger and the waitress brought me a crummy hamburger. I yelled to the manager over the booths, "Bring me a cheeseburger on the double, or I'll get even with you later." The waitress brought me two cheeseburgers immediately, and with double cheese on them! Now, that is the kind of action I like.

When I was eating an artichoke one evening, I pulled out one leaf, and under it I found a green worm. I wrapped the worm in pretty paper and sent the gift to the manager of the food store.

I know you must have had some experiences like mine, so that is why I am giving you these ideas on how to really get the action you want. Another experience is the dress that "unhemmed" during a formal dance. I went back to the dress shop and tied the dress around the clerk's neck. She found another dress for me, a bit more expensive than the other one, but I deserved a good deal!

The other day at a fabric store I was treated very disrespectfully. The clerk tried to tell me it was my fault that I'd cut a hole in my material. Actually the fabric was weak. I wasn't about to take treatment like this, so I wrote an advertisement for the county newspaper. The ad told about the disrespectful clerks at that fabric store. When I go in there now, I am really respected.

If you have problems with any of the people you buy from, you ought to take some of my advice. Doing some of the things I have done will get you action. Really, I don't know why consumers are afraid to take action to get their money's worth. It's so easy to do.

3) clarifying consumer actions

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Why would you act the same as or different from the way I acted?	I wouldn't want the businessman to be angry at me. I sure wouldn't want to go to court! I would do the same as you did. I believe in warning others when I have gotten an unsatisfactory product.
What values might be reflected by the actions you felt you would take?	My action would show that I value good relationships with people. I value "getting your money's worth."
As consumers, each with different abilities and interests, what are some things you may be able to do?	I am best at writing so I'd write a letter to the manager and explain the problem and ask for help. I would contact the State Health Department about the cases related to cleanliness and sanitation.
The actions shown in the story were not true, but they do show that people may act differently because of their values and abilities.	

LEARNINGS FOR OBJECTIVE 4)

Organizing Evidence and Selecting Actions

Consumer Competency for Action:	The consumer will use at a level of mastery the action process in relation to human behavior.

Objective: Having completed the planned learnings in **Action,** the learner will demonstrate use of the action process at a level of mastery by

4) organizing evidence and selecting action(s) judged to bring about desired change.

Suggested Learnings

page
How do you see it? 46
How do you communicate? 47
Actions and consequences 49
Changing consumer behavior 52
Tell it like it is 53

HOW DO YOU SEE IT?

To be able to choose an action, the consumer needs to organize or order evidence to determine which action will be most effective.

George opened a can of chop suey and found a fly. He is considering five different actions:

1. Writing a nasty letter to the company explaining how upsetting it was to find a foreign substance in that food.
2. Taking out the fly and heating up the chop suey.
3. Throwing out the can and vowing never to buy that brand again.
4. Taking the can back to the supermarket and demanding his money back.
5. Freezing the chop suey — can, fly, and all, and writing a letter to the company giving the details of what happened and offering to mail the can to them.

The five different actions would probably each have a different consequence or result. The results may be the ones listed below:

A. The company will replace the product and investigate their plant's operation.

B. If a similar situation happens to other people, the store might do something.

C. The company will not know that there might be a problem.

D. The company will not know there was a problem.

E. The company will continue using the same processing techniques.

F. George may endanger his health and the health of others.

G. George will have done his part to improve consumer well-being.

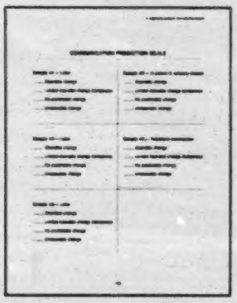
The learner's task is to match the action with a possible consequence or result. Placing the results on a bulletin or flannel board and having the actions on cards may be helpful. The actions can then be moved easily.

Have learners defend why they matched a certain action with a result. Determine as a group which one action will bring about the desired change.

HOW DO YOU COMMUNICATE?

This lesson is used to help learners predict the degree to which a communication will bring about a desired change. The learners are presented with a variety of communications and are asked to make predictions as to the potential degree of change.

To begin the lesson, give each learner a copy of the **Communication prediction scale,** page 103. Read or present visually the sample communications below which deal with consumer problems. As each communication is presented, the learners mark an X before the statement on their **Communication prediction scale** which they feel best describes the type of change the communication is most likely to bring about.



Sample communications: (Initiated and contributed by high school students.)

Sample #1 — Letter

Dear Sir.

As a regular consumer of your products it has come to my attention that the quality of your apples has been steadily decreasing. I find this to be personally alarming. Not only is it a threat to my personal health, it is a culinary disaster! I am writing to voice a strong complaint against vending. Your apples are mushy, soft, discolored, bruised, and just plain rotten.

As of today I will personally boycott your product and will encourage my associates to do likewise! This will continue until the quality of your apples meets my personal expert standards.

Yours truly,

R. A.

Sample #2 — In person to cafeteria director

Why doesn't the school cafeteria serve hamburgers every day? Students don't like all the casseroles.

Sample #3 — Letter

Gentlemen:

Enclosed please find a portion of the foreign matter found in a can of your tuna and a copy of the code number from that particular can.

I am holding the partially eaten tuna, if the need arises for its inspection.

I would appreciate a prompt response.

Sincerely,

S. H.

Sample #4 — Telephone conversation

Your newspaper stinks. You should have more sense than to print such trash. My friends and I don't appreciate the kind of nasty things you print.

Sample #5 — Letter

Dear Sirs:

I wish to bring to your attention an incident which occurred Sunday, May 28, at the gas station on a highway in Hoquiem, Washington.

Returning home from the ocean my friend pulled into a drive-in. I walked across the highway to the office of the station. Two men were chatting — with no customers around. One man looked up and before I opened my mouth he began telling me that he didn't provide restroom facilities for the drive-in across the street. He went on and on. I never said a word. I did not ask to use his restroom.

I'm sure you don't condone this type of behavior on behalf of your employees, and I know you want your customers to be thoroughly satisfied with services obtained at your "XXX" stations. These are my reasons for bringing the incident to your attention.

I also wish to point out that I have always had good service at the "XXX" station where I usually go in Seattle at 15th Avenue South and South Lucille Streets.

Thank you.

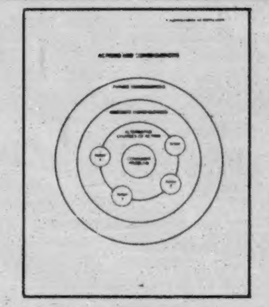
T. V.

When the learners have completed their predictions, have them share their predictions and discuss any differences of opinion. Encourage the learners to identify the characteristics of the communications that are likely to produce desired changes and to determine how these differ from other communications.

ACTIONS AND CONSEQUENCES

When we face a consumer problem, we find that there are several courses of action open to us if we look for them. This activity is used to help learners practice their skills at organizing evidence and identifying and searching out alternative actions. While the learners work together to practice the skill of recognizing alternative courses of action, they will also be predicting the consequences of these actions. A specific problem is suggested in this experience. However, a problem more relevant to your learners can easily be substituted.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Let's look at this model, *Actions and consequences (page 105)*. 	
We are going to consider a potential problem and identify several actions that could be taken to remedy the situation. When an action is taken to remedy or improve a problem situation, immediate consequences will occur. Along with the immediate consequences will be the potential future consequences of the action. Seeing the spin-offs of our actions is very important to our welfare and to future generations. Thus, immediate and future consequences must be considered before any action is taken on a problem.	
Consider the problem: Extreme shortage of pastureland is threatening beef production; no additional pastureland is available.	
According to the model what do we do next?	Think of some alternative actions.
Name several courses of action that could remedy this problem, Use your imagination, feel free to be creative. No suggestion is too wild. I will write your ideas on the board.	Irrigate the deserts and raise cattle there. Decide to raise less beef. Convert cropland to pastureland.

Suggested Teacher Response	Possible Learner Response
	Feed cattle on hay and not have them graze. Build large cattle feeding buildings where the cattle will be fed and raised — similar to the way chickens are raised.
Now we will take each suggested course of action and predict the immediate consequences of that action.	Irrigating the deserts: —It may be very expensive to do this. —It may be too difficult to get enough water to the areas chosen. Converting cropland: —There may be shortages of other food items then. —Some farmers may not wish to give up their cropland to raise cattle.
After considering the immediate consequences, think of any possible future reactions or consequences. What might occur in the future as a result of each action?	Irrigating the deserts may cause an ecological imbalance which could change the weather or harm the natural environment. Converting cropland could cause shortages in products made from these crops such as paint made from the oil of certain plants.
Why do you believe that *(insert a future consequence, such as an ecological imbalance)* **might happen because the action of** *(insert the corresponding action, such as irrigating the deserts)* **was chosen.**	*(Learners state reasons why they believe the actions will result in the predicted future consequences.)*
Look at our alternative actions with their predicted immediate and future consequences. Which actions would you eliminate because the immediate or future consequences are not acceptable?	
Which would you cross off because they would threaten the ecology or have a negative effect on future generations?	
What choices of action do we have left?	*(Learners list the remaining choices.)*
Let's rank these remaining courses of action from the one we would choose to do first to the one we would select to do last.	
Give some reasons why we selected *(insert first choice)* **as your first choice.**	*(Learners express reasons for their choices.)*

Suggested Teacher Response	Possible Learner Response
Another way you could try to change consumer behavior would be to use advertising principles to plan a training program or series of lessons for consumers. Try to integrate your knowledge of how people learn and the conditions that promote learning from the handout, *Information related to consumer behavior*.	

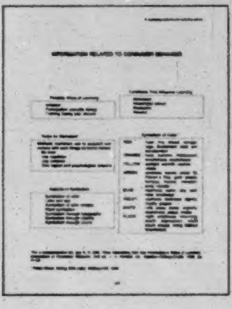
(Note to the teacher)
As in all action projects, it is highly desirable that learners actually be permitted to carry out their plans. Perhaps a local radio station, community club or group, or some group within the school would permit the learners to carry out their plans.

4) organizing evidence and selecting actions

CHANGING CONSUMER BEHAVIOR

The purpose of this lesson is to demonstrate ways that a group of learners (or one learner) could carry out a consumer action project if the learners are concerned about a type of consumer behavior they have observed. The group may decide it would like to "help consumers behave more rationally," such as to get more for their money. Before the learners could "help," you might suggest that they plan an investigation of why consumers behave as they do and then propose a way or ways of attempting to get consumers to change their behavior.

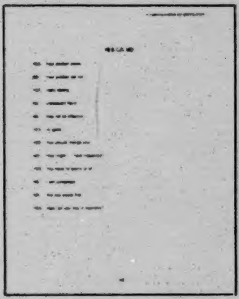
TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Are you or have you ever been concerned by consumer behavior that you have observed? What consumer behavior has concerned you?	Impulse buying Getting trapped in frauds by dishonest businesses. Shoplifting Damaging goods in stores.
I am giving you a copy of *Information related to consumer behavior* (page 107). Some of this information influences the ways consumers act. 	
You may use these data along with additional relevant information that you find to propose an "advertising" campaign that would encourage consumers to make more rational decisions and choices in the market place. You may use all the techniques that advertisers use in planning your campaign to change consumer behavior.	

TELL IT LIKE IT IS!

The teacher prepares by identifying attributes of a concept. Learners are presented with two types of stituations, ones which contain the concept and ones which do not contain the concept. Care must be taken to allow the learners to pursue their quest using the data provided without teacher imposed ideas.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Look at the phrases and sentences labeled *Yes or no* (page 109). 	
The phrases are marked "yes" or "no" depending upon whether or not they represent the concept I have in mind. As you say your ideas, I'll write them on the board. Remember the idea is contained in the "yeses," so if an idea is also found in the "noes," we'll have to cross it off our list of possible ideas. Your task is to determine the concept I have in mind.	
(Note: Read a few examples and encourage learners to try to determine the concept.)	
What do you think of when you see "Your product stinks"?	Complaints A slang remark.
What comes to your mind when we look at the second one, "Your product did not . . . "?	That's a complaint, too.
That's right. Since "complaint" was found in both a "yes" and a "no," we must cross it off because it cannot represent the concept that I have in mind.	
(Note: Continue going through the ideas until a learner says something that indicates he has grasped the concept the "yeses" have in common.)	Antagonistic words or words that contradict each other.

Suggested Teacher Response	**Possible Learner Response**
Yes, that is the concept I have in mind. **What were you thinking of when you said . . . ? Were you angry or frustrated when . . . ? etc.**	

(Note to the teacher)

Assure learners there is no one best way of thinking. Some people start with specifics and go to a big idea while others look for the broad picture before identifying specifics.

LEARNINGS FOR OBJECTIVE 5)

Analyzing Actions and Accepting Consequences

Consumer Competency for Action: The consumer will use at a level of mastery the action process in relation to consumer behavior.

Objective: Having completed the planned learnings in **Action,** the learner will demonstrate use of the action process at a level of mastery by

5) analyzing actions and justifying acceptance of the responsibility for short and long term consequences.

Suggested Learnings

page
The motor 56
Consumer action projects 58
Culprit 59
Really! 60
The facts are 61
Lamont's choices 62
Who will answer? 64

5) analyzing actions and accepting consequences

THE MOTOR

In **The motor,** the experiences of Doug are from a true life story. Wherever Doug's actions are given, they are the actions he actually took.

The experience illustrates a variety of results that different actions produce. The learners are to analyze each action for short and long term consequences and the responsibility that will need to be assumed in each instance.

Read the following:

> Doug has a sixteen-foot speedboat and a sixty-horsepower outboard motor. At the beginning of the boating season, Doug and two friends towed the boat to a lake to water ski. After one trip around the lake, both the reverse and forward gears would not work. He took the boat to a garage for outboard motors. In a week, the motor was fixed at a cost of $135. Doug wanted to try the boat and motor out before he paid the entire bill, so he paid $75.
>
> With the boat back in the lake, Doug cruised around in a circle, returned to the dock, and began to pull one water skier. The gears went out again! Doug felt like pulling the plug and sinking the boat, but decided to bring it back to the shop. This time the forward gear worked when Doug took the boat out for a trial run. The reverse gear refused to work!
>
> Tired of the hassle, Doug decided to tell the motor repair shop that he would use the motor without reverse and not pay the remaining $70. This action was justified, Doug thought, because the shop had repaired only one gear instead of two as he had asked.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
The actions of Doug are the actions a person really took. What could be the possible consequences of Doug's action as a consumer?	Sometime Doug may need to use reverse and he won't have it. Doug may decide later that he needs reverse and may end up paying a lot more to have it fixed. When a motor is taken apart anyhow, it is easier to fix everything. The shop could turn the bill over to a collection agency that may threaten to sue him. Doug could take his case to a small claims court. Possibly both the gears work together; the forward gear may not be permanently fixed either.

Suggested Teacher Response	Possible Learner Response
What are some other things Doug might have done about his motor? *(Encourage the learners to give the choice of taking the motor back to be completely repaired before paying the bill, as one of their responses.)*	Doug could have just given up, paid the bill, and mark it up as experience. Doug could ask to use the motor for the rest of the summer to see how it continues to work and pay the bill later this fall. He could return to the motor shop and tell them to fix reverse so that it is truly fixed, and pay the bill when the motor is fixed. He may be in trouble if he has a defective boat. Is there some kind of boat safety law in our state?
What Doug finally chose to do was to take the boat back for more repairs. The reverse and forward gears both have worked for three months now. Doug paid the remainder of his bill, and the manager of the motor shop gave him a written guarantee stating that if the gears do not work in the next year, he will work on them himself, at no additional charge to Doug.	
How do the results of Doug's final choice of action compare with what might have happened if Doug had acted on his first impulse?	Now Doug will have both gears in case he should need to use them. With the guarantee, he will be assured of service on his gears for at least a year. With his first choice, he would have absolutely nothing.
What could we say about the results of the action?	I think the results of the second choice of action were more beneficial than the possible results of the first action. Doug's final action was most like the action he would take if he wanted to get full benefit from his money.

CONSUMER ACTION PROJECTS

To be meaningful, an action project should result from needs expressed by the learners.

The learner will need to gather information related to the problem and explore his values before determining an action to pursue. The emphasis is on determining an action consistent with the learner's values and on a willingness to accept the possible consequences of action. The teacher will need to help the learner think through, in advance, the possible consequences of the action he is proposing.

Sources of consumer action projects:

Events that have happened to the learners themselves:
- being overcharged for an item
- receiving unwanted merchandise
- a computer error on a bill
- merchandise that did not live up to expectation

Events that have occurred to the learners or others — family, friends, neighbors:
- high interest rates charged to inner-city citizens
- higher prices in inner-city stores than in outlying stores
- pawn shops
- door-to-door salespeople
- high pressure telephone salespeople

Events that affect the community:
- public transportation
- pollution
- population
- elected officials
- zoning ordinances

CULPRIT

Before proposing plans of action and carrying them out, learners need to think through the possible consequences of certain stands as well as the possible consequences to themselves of taking the action. This is one approach that could be taken.

Read the following:

> Advertising is being viewed as the "culprit" — it is mistrusted and suspected — accused of contributing to drug abuse, malnutrition, and across-the-board deception. Groups are asking Congress for laws to require that all claims be substantiated, that certain advertising directed to children be banned, and that advertising of certain products be monitored.

VIEWS ON DRUG ADVERTISING

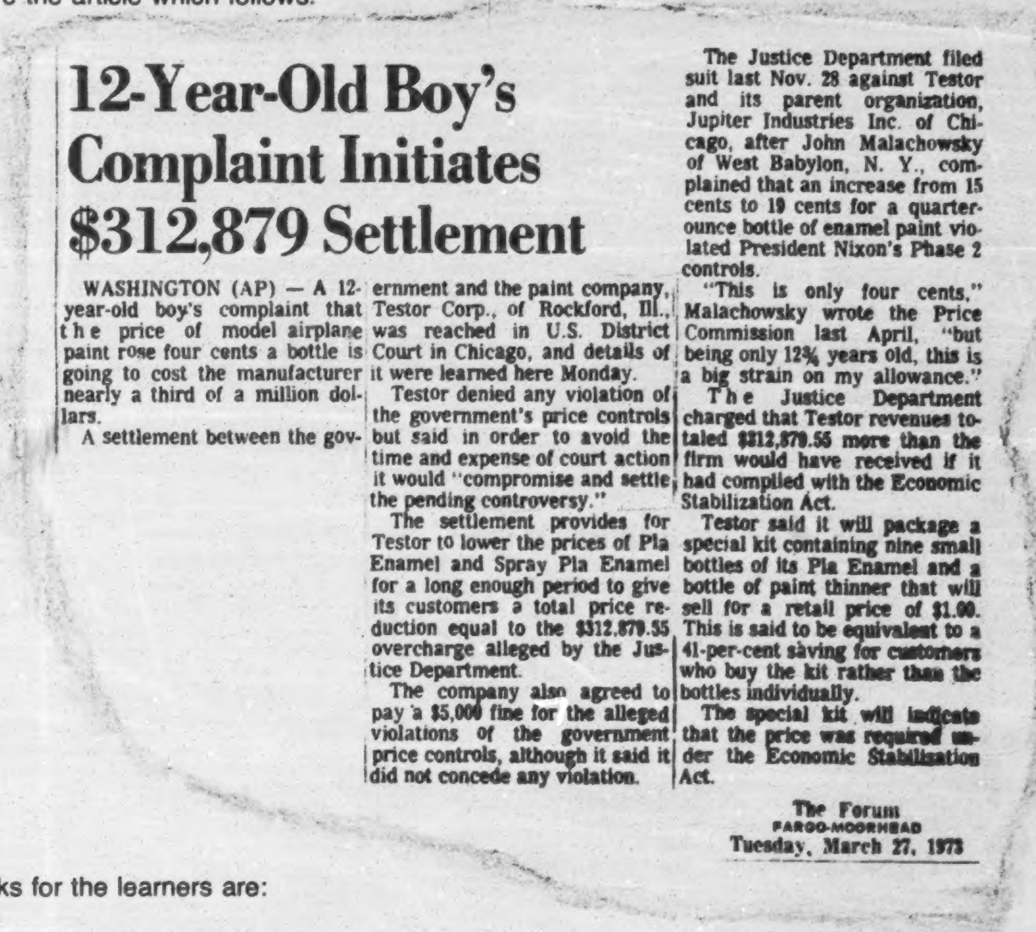
1. Ban all drug advertising from radio, TV, and newspapers.
2. 50% of drug advertising budgets must be spent encouraging consumers to read and follow directions.
3. Prohibit ads showing people taking medicines.
4. No advertising may imply a medicine is other than a medicine.
5. Ban drug advertising from programs directed to children.

You, the consumer, select one of the views above. How would you attempt to get your view implemented? List some possible consequences of each action you propose.

REALLY!

Evidence of a change in the policies of a company which was influenced by a communication provides the stimulus for letter writing.

Share the article which follows.



12-Year-Old Boy's Complaint Initiates $312,879 Settlement

WASHINGTON (AP) — A 12-year-old boy's complaint that the price of model airplane paint rose four cents a bottle is going to cost the manufacturer nearly a third of a million dollars.

A settlement between the government and the paint company, Testor Corp., of Rockford, Ill., was reached in U.S. District Court in Chicago, and details of it were learned here Monday.

Testor denied any violation of the government's price controls but said in order to avoid the time and expense of court action it would "compromise and settle the pending controversy."

The settlement provides for Testor to lower the prices of Pla Enamel and Spray Pla Enamel for a long enough period to give its customers a total price reduction equal to the $312,879.55 overcharge alleged by the Justice Department.

The company also agreed to pay a $5,000 fine for the alleged violations of the government price controls, although it said it did not concede any violation.

The Justice Department filed suit last Nov. 28 against Testor and its parent organization, Jupiter Industries Inc. of Chicago, after John Malachowsky of West Babylon, N. Y., complained that an increase from 15 cents to 19 cents for a quarter-ounce bottle of enamel paint violated President Nixon's Phase 2 controls.

"This is only four cents," Malachowsky wrote the Price Commission last April, "but being only 12¾ years old, this is a big strain on my allowance."

The Justice Department charged that Testor revenues totaled $312,879.55 more than the firm would have received if it had complied with the Economic Stabilization Act.

Testor said it will package a special kit containing nine small bottles of its Pla Enamel and a bottle of paint thinner that will sell for a retail price of $1.00. This is said to be equivalent to a 41-per-cent saving for customers who buy the kit rather than the bottles individually.

The special kit will indicate that the price was required under the Economic Stabilization Act.

The Forum
FARGO-MOORHEAD
Tuesday, March 27, 1973

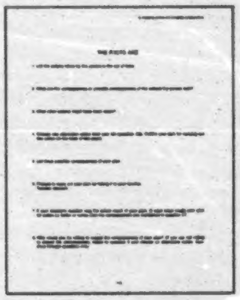
Tasks for the learners are:

1. To identify from the news media or from known experiences a situation which needs to be brought to the attention of a company.
2. To write and mail a letter of concern or commendation to the company which relates an actual experience for the purpose of affecting company policy. (see **Sample letter** page 111.)
3. To identify the long and short term consequences to be assumed once the action of mailing the letter is taken. Share any actual responses to the letters with the group.

THE FACTS ARE

The worth of a plan of action must be evaluated in terms of the possible short and long term consequences of the action and the willingness of people to accept the responsibility for these consequences.

Two sets of facts follow. Write either set #1 or set #2 on the chalkboard, and give learners copies of **The facts are,** page 113. When learners have completed a plan for action (through item 4 on **The facts are**) they will come to you for your reaction. Respond as though you were a person who was in a position to help or hinder their plan. Your reacton may vary from being helpful to disregarding the action taken. Write your reactions on the learners' papers.



After you have reacted to the plans, encourage learners to compare their plans and to give their reasons for being willing to accept the consequences of their plans.

FACTS: Set #1

FACT: The magazine advertisement stated "If you are not 100% satisfied with our product, return the product and your money will be refunded."

FACT: The consumer liked the product, but was not 100% satisfied so the product was returned to the company.

FACT: The money paid for the product was not refunded.

FACT: The customer had sent a cash payment, so had no receipt.

FACTS: Set #2

FACT: Joe found a flaw in the fabric of a newly purchased chair, so he brought the chair back to the store.

FACT: The store manager said he could not do anything to help Joe.

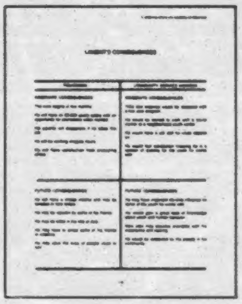
FACT: Joe went out in a very bad mood and told eight people about his experience at that furniture store.

FACT: Joe didn't get a refund, and his chair is still sitting in the furniture store.

LAMONT'S CHOICES

This experience helps learners develop their ability to evaluate the results of an action. It is a necessary part of the action process to analyze an action and justify the acceptance of short and long term consequences of the action.

Give each learner a copy of **Lamont's consequences** pages 115-117. Read the situation below to the learners.



SITUATION:

Lamont considered his future very seriously. He knew that he wanted to do something to help other people. He wanted to get involved with the improvement of living conditions. Lamont selected four jobs in which he would be helping others: a policeman, a community service worker, a Peace Corps volunteer, and a social studies teacher. Lamont thought about the immediate and future consequences of each job. (The learner handout explains Lamont's job possibilities and the possible consequences of each.)

After thinking about his goals and considering the consequences of the various courses of action, Lamont decided that becoming a Peace Corps volunteer would best help him reach his goals. Lamont realized that when he returned home he would need to find another job or go back to school. His parents expressed their disapproval of the idea of not going to college. They felt that Lamont was acting irresponsibly and refused to give him any assistance when he returned home. Knowing all this, Lamont was willing to accept the consequences of his action.

Lamont spent the next two years in South America assisting the agricultural specialist teach the people of three villages updated farming methods. Lamont was able to travel a good deal with the specialist visiting other villages to confer with their Peace Corps agricultural teams.

During his two years in South America, Lamont kept in touch with his family through letters. They enjoyed hearing from their son but continued to disapprove of his work. During his stay in South America, Lamont learned to better understand the basic needs of a person. He learned how to relate to the people and how to communicate his feelings to them. When Lamont returned home, he decided to enter college the next fall to begin working toward a degree in social work. His Peace Corps experience had strengthened his desire to be of service to others.

TEACHER — LEARNER DIALOGUE

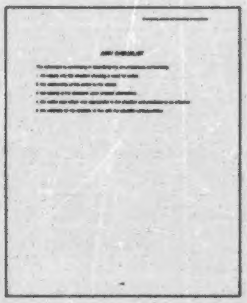
Suggested Teacher Response	Possible Learner Response
As we look at Lamont's decision to become a Peace Corps volunteer, what did he predict the immediate consequences of his action would be?	He would work for almost nothing and have very few material things. He'd have a chance to go to a new place and meet new people. He could begin right away. He'd have to adjust to a new environment. He would be helping people in need. He would disappoint his parents who want him to go to college.
What did he think the future consequences would be?	He might get sick while he was in the new country and suffer permanent side affects. He'd gain a new understanding of people and human behavior and of himself. He could have new job opportunities because of his experience in the Peace Corps.
What were the actual immediate consequences or results of his choice?	*(From the situation, learners state all the immediate consequences that they can find.)*
What were the actual long-term consequences that could be seen after Lamont's return?	*(Learners look for long-term consequences in the situation.)*
Compare the predicted results with the actual results. How do the predicted consequences relate to the actual outcome of Lamont's course of action?	Lamont's predicted consequences were very close to the ones he experienced.
What long-term consequences will Lamont have to accept because of his decision to become a Peace Corps volunteer?	His parents disapprove of his actions. He may not be able to make up the money that he did not earn during the two years he spent in the Peace Corps. Lamont's parents will probably not give him any money to help him pay for his college education.
Considering Lamont's personal goals, what conclusions can we make about the course of action Lamont chose in order to reach his goals?	He made a good choice. The course of action he took brought him most of the results he desired. It may not have been the best choice because he could probably have reached the same goals by going right to college for his degree in social work. Then his parents would not have been angry with him.

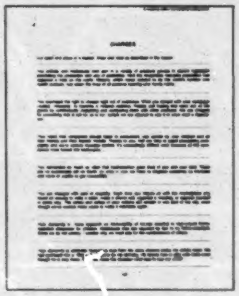
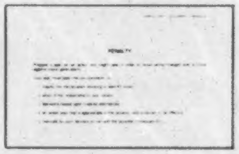
WHO WILL ANSWER?

Learners need to analyze not only specific issues and actions but the total picture of consumer responsibility. Although we are never sure what long-term effects our consumer actions will have, there are ways to foresee how our actions will affect future generations. It is every consumer's responsibility to consider the long-range effects of his actions.

This learning experience is a simulated "day of reckoning" for all consumers. To create an atmosphere, play a recording by a currently popular artist which questions life. Assume the role of a judge and speak the following in your most convincing voice.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
The day of reckoning has arrived for all you consumers. This is the day when you must account for all your consumer behavior. Today's date has been changed to a time a hundred years or more into the future. When your name is called, listen to a charge made against you by the generations of the future. You may then do one of two things: 1) accept the accusation and plead guilty in which case I will draw and read a penalty which you will have to accept and complete or 2) you may plead not guilty to a jury of your peers. You will be judged not guilty if you can convince the jury that your actions were rational.	
(The jury consists of the total class. Give each jury member a copy of ***Jury checklist,*** *page 119.)* 	

Suggested Teacher Response	Possible Learner Response
(Begin with any learner or prepare a means for random selection. Call out the first name, draw one of the ***Charges,*** *page 121, and read the charge.)* 	
How do you plead?	Not guilty, your Honor, may it please the court, I'd like to say a few words on my own behalf . . .
On what grounds will you defend yourself for your original act?	*(Learner presents his case. If all points on the checklist are satisfied the learner is exonerated.)*
(Conduct a vote and accept the opinion of the jury. The majority of the jury must be in agreement that the defendant will be judged guilty or not guilty. Congratulate the learner or assign the ***Penalty,*** *see page 125.)* 	
(Call out the second name. Draw one of the charges and read it.)	Guilty without defense.
(Read and assign the penalty.)	

(Note to the teacher)
When learners have completed the majority of the ***Who will answer?*** *activities, make the following assignment. The results of this assignment will provide you with an indication of the students' perception of what they have learned.*

> *Assignment:*
>
> *You have experienced activities which simulated some of the "causes and effects" which are a part of the complex picture of the possible impact that results when consumers implement decisions to act. Using any medium you wish, illustrate the complex relationships between or the interdependence of consumer actions and the targets of these actions. "Any medium means that you may develop a speech, write a comedy, make a mobile, create a picture or a graphic display – any way that seems appropriate to you.*

Learners may create something which carries a meaning for them that is not obvious to you. Elicit more information from a student by saying: Your presentation intrigues me. Tell me about your (picture or script or whatever the presentation seems to be).

LEARNINGS FOR OBJECTIVE 6)

Initiating and Evaluating Action

Consumer Competency for Action: The consumer will use at a level of mastery the action process in relation to consumer behavior.

Objective: Having completed the planned learnings in **Action,** the learner will demonstrate use of the action process at a level of mastery by

6) initiating, following through, and evaluating the action in the interest of consumer well-being.

Suggested Learnings

page
Consumers' responsibility 67
Action envelopes 69
Don't let it happen 70
"Whacky" letter 72
Do it now! 77

CONSUMERS' RESPONSIBILITY

This experience encourages learners to initiate and follow through an action. The action is evaluated to determine its effect on consumer well-being.

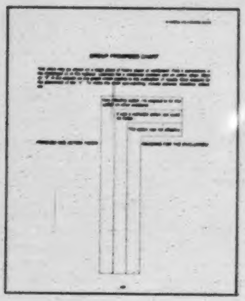
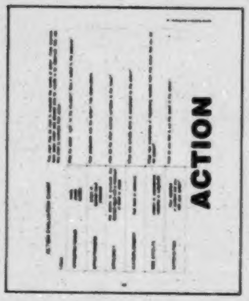
Read the following quotation to the group; or write it on the board:

> If businessmen need to "clean house," so do consumers. Unfair practices are not limited to businessmen. The return of goods and "on approval sales" are notable examples of irresponsible practices by consumers. Too often, consumers buy first and shop afterwards.*

*Kenneth Dameron, "The Consumer Movement," *Harvard Business Review,* Vol. 18, No. 3 (January 1939), pp. 271-289.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
What are some experiences you have seen or known in which persons have tried to return a product they have ruined themselves?	Our neighbor never reads directions. She put a coffee pot in water when it was marked "do not immerse in water." The store would not replace it.
Or have you seen or known persons to take a dress "on approval," wear it to an important event, and then want to return it?	Once a person I know took a dress out "on approval," wore it to a school party, and returned it the next day.
What are other examples of unfair practices by consumers?	Switching price tags on items.
	Being careless when trying on garments; getting them dirty.
	Reading magazines and not buying them.
	Playing with toys and not buying them.
Let's work in small groups to develop a plan to "educate" consumers right here in our school *(or community)* as to their responsibilities. We want them to know also how to exercise that responsibility.	*(Learners develop plans to be carried out.)*

Suggested Teacher Response	Possible Learner Response
(To evaluate the action taken, have learners construct a chart similar to the ***Group progress chart,*** *page 127, or the* ***Action evaluation chart,*** *page 129.)*  	

ACTION ENVELOPES

This learning experience increases the learners' skill in evaluating the results of an action. The learners are given an action which has been performed. The learners then predict consequences for "their" action and later are given the opportunity to compare these predictions with the "actual" results. The learners evaluate the action to determine if it was in the interest of consumer well-being or if the action should not have been taken.

Before the lesson prepare one legal size envelope for each learner. Write action statement on the outside of the envelope, such as: "You have traded in your five-year-old car for a new model." Place a variety of objects or pictures of objects in each envelope, such as: a bolt, a small wrench, a warranty, a key, a piece of glass, a fuse, and a small car light bulb. Each envelope contains a different statement and a unique set of objects.

To begin the lesson have the learners sit in a circle. Each will need a piece of paper and a pencil. The learners select one envelope from the box of prepared action envelopes. The learners then read to themselves the action statement on the outside of their envelope. From the statement, the learners must predict at least three short-term and three long-term consequences of the action. Each learner writes a list of these consequences and keeps it for later use. The learners do not open their envelopes at this time.

When this list is completed by all, the learners pass their closed envelope to the person on their right. Now everyone will have another person's envelope. The learners open the envelopes and look at the objects or pictures inside. These various objects represent an untold story about the "actual" results of the action stated on the envelope. Each learner will make up a story about the results of the action based on these objects or pictures. Then the learners will return the envelope and its contents along with the story they wrote to the original owner. The original owners must compare their predicted consequences with the story of the "actual" results. Each learner will check his list of consequences to see which did and did not happen.

Finally, each learner will consider the results of the action taken and make a conclusion as to whether the action with its predicted consequences and results was a wise choice in terms of consumer well-being or whether to recommend that the action not be taken. The learners may share their stories, objects, predictions, and conclusions.

DON'T LET IT HAPPEN

Puzzling situations are common in the lives of consumers. This lesson confronts learners with puzzling situations identified in discussions or from the Testimonial Cards developed in the lesson, **Get it together!**, page 21. Learner curiosity about the situations provides the energy for action predicted to benefit others.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Your testimonials mentioned a variety of consumer problems, some of which seem to contradict each other. Mr. X had a problem related to getting a service, while Mr. Y had a problem related to stopping a service. Mr. W reported a product that didn't work, and Mr. Z reported a product that reacted more than was desirable. How could we explain the differences we've found?	Some services are better than others. There are products that have misleading directions. People differ in their ability to see what's going to happen. People see things differently. Products and services don't always perform in the same way under different circumstances.
You have a variety of views. Let's accept the differences of opinion and state one question or hypothesis that we could investigate which implies a need for action.	What kinds of things could we provide to consumers that would help them with their problems? How might possible problems be identified before they affect a consumer?
Which question shall we choose to investigate and possibly act upon?	In what ways can possible problems be identified before they affect consumers?
What are some things we can do to begin to answer this question?	We could find out what kinds of problems are most serious to most consumers by conducting a survey. The newspaper always has an article about consumers; we could check to see what kinds of things happen frequently and then go to both consumers and businesses to find out why. I think there are figures in the library about causes of accidents. I could check, and then compare what I find out with what others find.
What else might we do?	We have to find out what things have already been tried. There must be a city or state govemment office which has information.

BEST COPY AVAILABLE

Suggested Teacher Response	Possible Learner Response
How shall we organize to carry out all your ideas?	*(Learners identify who is doing what.)*
Is there anything else we need to include in our plan?	We need a secretary to keep track of our progress. I'll volunteer if someone will help me.
	We should get back to this in a week and see where we are.
Good! I'll mark that on the calendar.	

(Note to the teacher)

Be flexible and have faith in the learners' abilities to change plans in order to overcome unproductive ventures. When the question is discussed again, guide learners to identify new questions to be answered, to determine ways of investigating the questions, and to organize. When the learners have developed an action plan which directly attacks the problem, ask "Who should check our plan?" Young lawyers' associations, interested politicians, and the state Attorney General's office are some possibilities.

"WHACKY" LETTER

Two to four days may be needed to complete this series of learnings. The learners are first led to recognize situations which have potential reasons for a consumer to take action. They then identify the value components of the situation and evaluate sources for documenting the situation. They then identify a potential list of ways to take action. From this list the learners select courses of action, predict the consequences of the actions in relation to evidence and values, develop and carry out an action plan and evaluate the results and the effect of consumer well-being.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Help me to complete a "Whacky letter." I'll give you the rules and start the letter. Say the letter out loud, rather than take time to write it down.	
(Turn on a tape recorder.)	
Each statement in the letter will "whack" or state a feeling about a business practice. The sentences will alternately express 1) a compliment related to customer services or goods and 2) a complaint about customer services or goods.	
The letter is addressed to . . .	
Mr. Angelevil Necessary, President **Good and Bad Businessmen, Inc.** **Customer Plaza** **Consumer City, U.S.A.**	
Dear Mr. Necessary:	
Your cafeteria serves the best sundaes in town and at a reasonable price. I've shopped for the last time in your store, because your sales clerks are so lazy and take all day to wait on a customer. The displays in your windows are always so informative and attractive.	
What comes next, a "whack" or a compliment?	A "whack."
	The department store doesn't carry anything that is in style.
	The gas station across from the airport is one place you can get fast service and a smile.

Suggested Teacher Response	Possible Learner Response	
(Continue around the room through all learners and close the letter with "Yours truly.")		
As the tape of our letter is being rewound, number a sheet of paper from one through *(however many remarks there were)*. **Fold your paper in half to make a long center divider. At the top of your paper label the left-hand column "evidence." I will play back the tape of the letter.**		
You will code each remark by writing down the values implied by the statement and the sources of evidence available to support it.	*(Learners code.)*	
	Values	Evidence
	1. Money, food or appearance of food	Could take pictures and compare prices
	2. Time	Personal testimony
	3. Beauty	Etc.
Look over your coding sheet. The odd numbers are based upon expressions of a compliment. What similarities or patterns, if any, are worthy of comment?	*(Learners make note of any apparent patterns for future reference.)*	
(When learners have completed making notes about the possible implications observed as they were coding, six situations will be chosen – three complaints and three compliments on the basis of class values and obtainable, concrete evidence.)		
We have identified six situations which are in line with our values and for which there is obtainable and concrete evidence. *(Note. If class time is more than half over, this is a good place to break this lesson.)*		
Day 2: **How can we be sure that the owners of businesses are aware of both positive and negative situations that exist?**	I've told so-and-so a hundred times. Ya! Me too. "They" know all right, but everytime it is the same thing.	
(Teacher writes on the board: "Tell, face to face, . . .")		
What could we do to assure that the owners know of the situation and how customers feel about it?	We could call. Write a letter!	

Suggested Teacher Response	Possible Learner Response
(Teacher writes: "Make a phone call." "Write a letter.")	
You seem to have many ideas about how to communicate.	
Let's open our minds to possibilities for initiating action in some part of the country like Washington, D.C. For the next 5 minutes say anything that comes to mind when you think of ways people act to get action.	Little kids cry. Some people get influential friends on their side. That guy in the paper shot a clerk. Sometimes Congressmen react to what the public says.
(Teacher lists all ideas on the board.)	
You have so many ideas. There must be even more.	
Some ideas may be similar.	
What ideas seem to go together? **What else on the board seems to be like these two?**	Screaming and stamping your foot. Maybe pouting.
(Note: Continue questioning until all or almost all ideas are listed in one group or another. Draw a line above each group on the board.)	
What label could go on this group? **What might this group be called?** **What heading seems appropriate here?**	*(Learners develop labels.)*
(Continue asking questions until all groups have been named. If learners change their minds about what belongs where, change it.)	
What was it about the ideas in group . . . that made you decide to put them together? **Why wouldn't . . . fit just as well into some other group?**	
There would be other systems for grouping your ideas, but this is our system so we understand it.	
What big heading should go onto our list *(Push a little to get something like, "These are some ways in which consumers or groups of consumers could initiate action.")*	
If we could think of all these ways of acting to get action by working for just five minutes, there must be many more.	

Suggested Teacher Response	Possible Learner Response
You are to add to each group before tomorrow's class. Ask your neighbors, call anyone you can think of, add your own, etc.	
How can we organize to get as many as possible onto each list?	We should split into groups so that each group has only one list.
(Guide the organizational plan.)	
(Collect learners' coding sheets.)	
Day 3 *(Collect the lists from the preceding day. Overwhelm learners with praise. Provide an opportunity for volunteers to compile an over-all list and type it for class distribution.)*	
Day 4 *(Note: Provide all learners with copies of the following:* *1. The combined list of ways to initiate action.* *2. The original sentences from which the six situations were picked.* *3. A compilation of the codes for values and evidence for the six situations.)*	
(Begin class with a quick review of learner efforts and findings. The learners may wish to divide themselves into two groups, one to work with compliments and the other to work with complaints.)	
You have three valuable sources of information in front of you.	
Your task is to put all the information together in order to develop a plan of action.	
First, go back to the situation. When you believe that you have identified one of the three situations as worthy of becoming an action target on the basis of your values, the values of the class, and available evidence, circle it and make note of your rationale for choosing it.	*(Learners consider each alternative.)*
Now look at your list of ways to initiate action.	
Circle three ideas which seem to be appropriate to your action target.	

Suggested Teacher Response	Possible Learner Response
Consider each of the three action possibilities in relation to these four questions: *(Write the questions on the board.)* **1) What would be the wildest outcome you could possibly imagine if you actually initiated and carried out this action?** **2) What other consequences might result?** **3) Which consequences are most probable?** **4) Is there a possibility that your life and the lives of others would in some way be better if your predictions are accurate?**	
Pick one of your three action possibilities based on the predicted consequences and your values. Plan to carry it out.	
(Be sure to check every plan before it is carried out.)	*(Many questions may occur.)*
	(Learners talk with one another as they plan.)
Your plans are in various stages of completion, I will help you in any way I can. When you think that you are ready to put your plan into effect, be sure that I record what you will do, and when.	
As soon as we begin getting results, we will share them with the class.	

(Note to the teacher)
At a later date conduct a rigorous comparison of real and predicted consequences. Learners should make generalizations about the component concepts of this lesson to guide further action pursuits.

DO IT NOW!

If learners are concerned about the consumer issues and problems in your community, they will want to become involved. This lesson is a suggested way to help learners organize themselves for the purpose of evaluating and influencing public policies. The experience of taking the roles of people in an organizational structure will help to equip the learners for participation in the consumer world.

In this lesson the learners plan, initiate, follow through and evaluate a service for the community. The teacher serves as a group facilitator and resource person. The classroom becomes the base of operation for a system that might be called a Mini Bureau which acts upon consumer issues in the interest of consumer well-being. It is essential that the learners carry the weight of the responsibilities of the Mini Bureau to eliminate the chance of the teacher learning more than the students.

Part I:

Summarize learnings from previous lessons and compliment learners on their commendable work.

Part II:

Elicit learner assessment of functions needed to make up an effective system for communicating consumer concerns. List all tasks and remarks on the board.

Encourage learners to decide what kinds of things could be handled by one or two people and what titles these people could have.

Agree upon a name for the system. Mini Bureau is one name that could be used.

Part III:

As a group consider what personal qualities would be best suited for a person of each title.

Ask learners to write each title on paper.

Part IV:

Say: If you were to work on tasks related to each title, with whom would you like to work in each case. List one or two names for each position, being sure to mention any person only once.

Collect votes and list all persons mentioned for coordinator on the board. Select the top position with a secret ballot.

The coordinator and the teacher will tabulate results for other positions.

6) initiating and evaluating action

Part V:

Learners complete organizational plans and hold a "staff" meeting to decide upon a program of work.

The teacher can best help by securing access to a telephone for the bureau and in other ways facilitate the work of the group.

Clearance and support of this objective should be gained from the school's administration prior to learner involvement. Public school students must also communicate with the principal as part of their initial plan.

Part VI:

Implement the Mini Bureau

Part VII:

Learners propose a plan for evaluating the effectiveness of their service and assess progress.

Additional responsibilities such as publicity director and historian may need to be added to the organization.

Administering the Action Process Post-Assessment

Having completed the planned learning experiences to develop the *Consumer Competency* for **Action,** the teacher may wish to administer a post-assessment which is identical to the pre-assessment used.

A comparison of the pre- and post-assessment results indicates the extent to which learners have developed mastery of the action process. This post-assessment provides evidence regarding each learner's ability to perform the objectives of the action process. Such evidence is useful in planning lessons to meet the educational needs of the learners. The post-assessment results may be used to identify objectives for which the learners need further learning experiences. The results provide clues for selecting or designing learnings for continued and expanded experience with the action process.

ANSWER KEY FOR THE ACTION PROCESS ASSESSMENT ITEMS

The desired responses for the **Action process assessment items**, page 3, are indicated below. For free response questions a *sample* response is provided. Learners may present a variety of different responses which also would be accurate.

1. C
2. D
3. A
4. A
5. U
6. D
7. D
8. D
9. NS
10. U
11. NS
12. I would say that this action is in the interest of consumer well-being. The information on the label is complete enough so that people could buy food to fit a plan to improve or maintain their health. Only if consumers use this information to maintain or improve their health is the action effective.
13. A
14. B
15. C
16. A
17. A
18. B
19. C
20. A
21. The action was effective in that it led to our original goal of improving the quality of the food.
22. B
23. A
24. C
25. B
26. B
27. C
28. C
29. B
30. A
31. I would judge this action to be in the interest of consumer well-being if consum[illegible] use the unit pricing information to make decisions about what products they buy and if consumers are able to accept the consequences of having this service.

MATRIX OF THE ACTION PROCESS ASSESSMENT ITEMS

You may choose to administer all or some of the assessment items depending on the age, interests, and abilities of your learners and your teaching situation. This matrix identifies which objective each item measures. There are several items which measure each of the objectives in the **action process.** When constructing your test, include items to measure each of the objectives. After the learners have taken the test, knowing which items measure each objective will enable you to interpret each learner's mastery of the process.

Objectives	Number of the item
1) recognizing issues	1, 2, 3, 4
2) considering evidence and alternative actions	5, 6, 7, 8, 9, 10, 11
3) clarifying consumer actions	13, 14, 15, 16, 17
4) organizing evidence and selecting actions	18, 19, 20, 27
5) analyzing actions and accepting consequences	22, 23, 24, 25, 26, 28, 29, 30
6) initiating and evaluating action	12, 21, 31

SUPPORT SYSTEM FOR THE ACTION PROCESS

TESTIMONIAL CARDS

CONSUMER AFFAIRS TESTIMONY

(problems concerns appreciation)

Name of learner taking testimony ____________________

Citizen testifying ____________________

address: ____________________

phone no: ____________________

Description of situation including dates: ____________________

____

____

Would this person be willing to have the situation investigated further by a learner? Yes _____ No _____

CONSUMER AFFAIRS TESTIMONY

(problems concerns appreciation)

Name of learner taking testimony ____________________

Citizen testifying ____________________

address: ____________________

phone no: ____________________

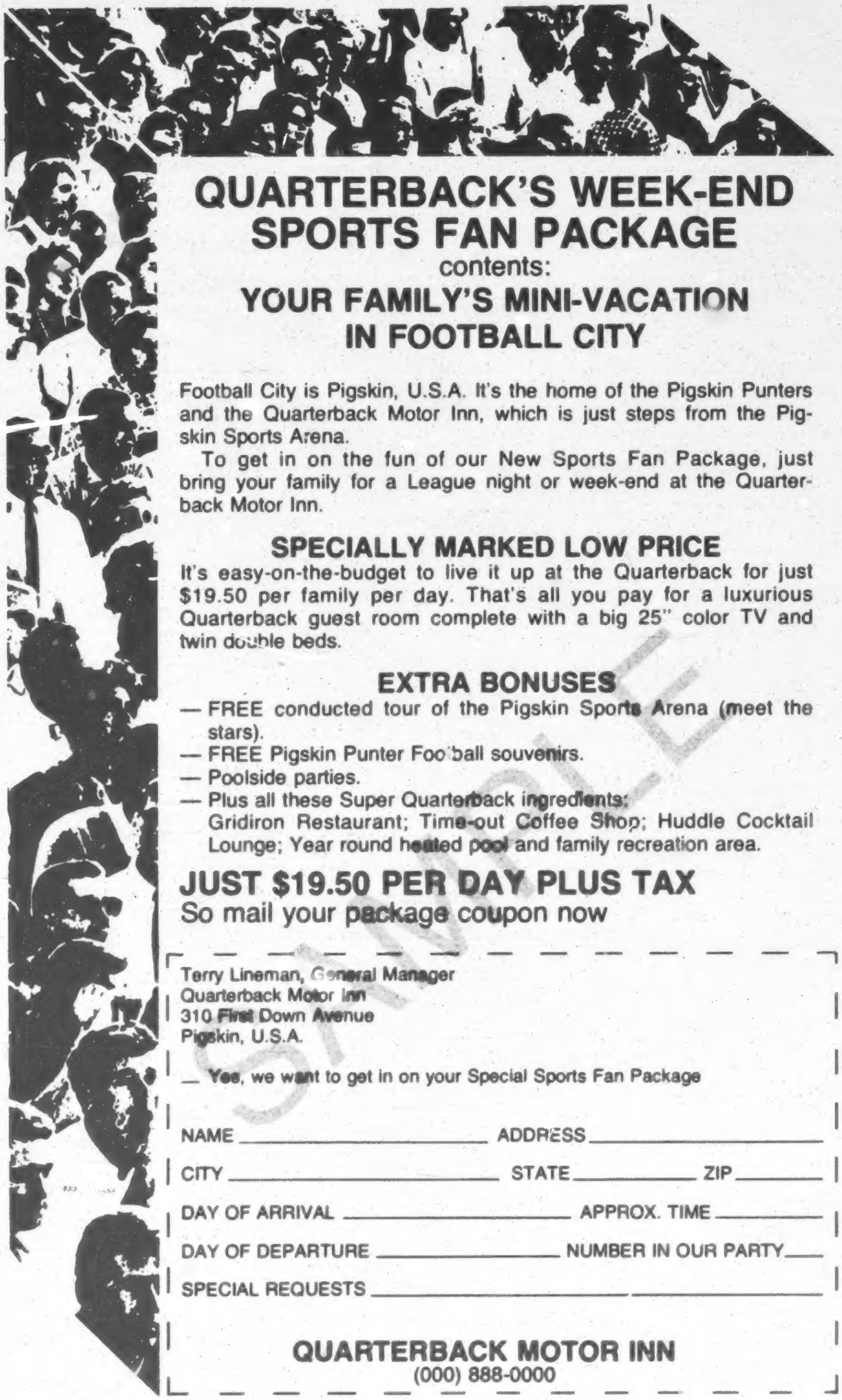
Description of situation including dates: ____________________

____

____

Would this person be willing to have the situation investigated further by a learner? Yes _____ No _____

QUARTERBACK'S WEEKEND



QUARTERBACK'S WEEK-END SPORTS FAN PACKAGE

contents:

YOUR FAMILY'S MINI-VACATION IN FOOTBALL CITY

Football City is Pigskin, U.S.A. It's the home of the Pigskin Punters and the Quarterback Motor Inn, which is just steps from the Pigskin Sports Arena.

To get in on the fun of our New Sports Fan Package, just bring your family for a League night or week-end at the Quarterback Motor Inn.

SPECIALLY MARKED LOW PRICE

It's easy-on-the-budget to live it up at the Quarterback for just $19.50 per family per day. That's all you pay for a luxurious Quarterback guest room complete with a big 25" color TV and twin double beds.

EXTRA BONUSES

- — FREE conducted tour of the Pigskin Sports Arena (meet the stars).
- — FREE Pigskin Punter Football souvenirs.
- — Poolside parties.
- — Plus all these Super Quarterback ingredients: Gridiron Restaurant; Time-out Coffee Shop; Huddle Cocktail Lounge; Year round heated pool and family recreation area.

JUST $19.50 PER DAY PLUS TAX

So mail your package coupon now

Terry Lineman, General Manager
Quarterback Motor Inn
310 First Down Avenue
Pigskin, U.S.A.

__ Yes, we want to get in on your Special Sports Fan Package

NAME ____________________ ADDRESS ____________________

CITY ____________________ STATE __________ ZIP __________

DAY OF ARRIVAL ____________________ APPROX. TIME __________

DAY OF DEPARTURE ____________________ NUMBER IN OUR PARTY ____

SPECIAL REQUESTS ____

QUARTERBACK MOTOR INN
(000) 888-0000

SAMPLE

LEISURE WITH A LATIN FLAIR!

Leisure with Latin Flair!

MEXICO & CENTRAL AMERICA

Board the Santa Maria in El Anywhere for regular Friday evening departures for Mexico and Central America.

For 7 or 14 days, you can enjoy the spacious elegance of cruising while we attend to your every need.

Fares per person run from $280-840 for 7 days; $560-1680 for 14 days. Based on twin bedded accommodations and space availability. All rooms have lower beds, and private facilities.

Your travel agent can make all the arrangements. See him or send in the coupon below.

SAMPLE

Ole! Cruises
Bullfight Blvd.
El Anywhere, U.S.A.

NAME ______________________
ADDRESS ____________________
CITY ____________ STATE __ ZIP ______
MY TRAVEL AGENT IS ______________

OLE! CRUISES

WHAT A STRANGE EXPERIENCE

Gretta Wentzell is on the sales promotion staff of a large company. Her major responsibilities involve meeting with clients and potential clients to assess their sales promotion needs for the season.

One month ago, Gretta purchased a bottle of nail polish. The polish was one of the latest shades put out by her favorite brand. Gretta used the nail polish twice a week for the entire month. While visiting with some friends it was called to Gretta's attention that her nails looked strange. Gretta had not noticed, but when she took a close look at her nails, she saw that her friends were right. Gretta removed the polish and found that her nails were discolored and were growing thicker near the cuticle. Gretta did not understand why her fingernails looked so ugly. This had never happened before.

Gretta made an appointment to see a dermatologist. He told her that the type of polish she was using had chemicals in it that reacted with the nail tissue. He informed her that her nails were not permanently damaged but that her nails would continue to grow thicker for a time, turn a purple-black color, and eventually fall out. New nails would grow to replace the damaged nails. Until the new nails were completely grown in, Gretta was not to use any nail polish at all. The doctor also suggested she report this incident to the company that made the polish.

Gretta was very upset that such a thing could happen. "How can a company sell cosmetics that are harmful to the user?" She also disliked the idea that her hands would look so ugly and unattractive for the next few weeks. What would the clients she spoke with each day think of her strange-looking hands. Gretta felt a certain amount of her confidence fading. It meant a great deal to her that she look attractive at work so that she could present a professional image. Now she would feel embarrassed and want to hide her hands.

Then Gretta became angry. She wanted to do something to prevent this situation from happening to anyone else or to her again in the future. "What should I do?" she asked herself and sat down to think.

SITUATION CARDS

Cut on lines:

You became violently ill after eating a canned product.	You bought a diseased aquarium fish. All your other fish died.	You got long wear from an expensive garment.
You bought a 12 oz. bottle of dressing and it only had 9 oz. in it.	You had your draperies cleaned. They fell apart.	The price on a tent was $49.95. When the salesperson wrote it up, the price was $54.95.
The phone company billed you for a call you didn't make.	You paid for first class on a plane flight. You were seated in the rear of the plane.	You asked to have new spark plugs put in your car, and the mechanic put in new points also.
The tire salesperson said he'd guarantee 30,000 miles on retreads. You got 8,000.	You were very pleased with a chair you bought.	A tooth filling fell out two days after it was put in.

ACTION CARDS

Cut on lines:

SCREAM	WRITE A LETTER OF COMPLAINT	REPORT THE INCIDENT TO A CONSUMER'S BUREAU
PICKET	FORM A CONSUMER GROUP TO PROTECT OTHERS	WRITE A NASTY LETTER
FILE SUIT	REQUEST A REFUND	WRITE A LETTER OF COMPLIMENT
RETURN IT AND COMPLAIN	MAKE A PUBLIC SPEECH ON FRAUDULENT PRACTICES	WRITE A LETTER TO YOUR NEWSPAPER EDITOR

THE CASES

Case #1

Lynn traded in the car she had purchased from her brother on a new car. The salesperson wrote on the contract a $500 trade-in on a '65 Chevrolet. Later the car agency billed her for $200 and explained that her old car was a modified '63 Chevrolet. Lynn refused to pay. The agency (plaintiff) filed suit against Lynn (defendant).

Case #2

When Mike Jones picked up his sport coat and pants for the cleaners, one button was missing from the coat, the pants zipper was broken and the seams were shiny. Mike refused to pay the cleaners and the cleaners refused to give him his clothes. Mike took the matter to small claims court. Mike is the plaintiff; the cleaners, the defendant.

Case #3

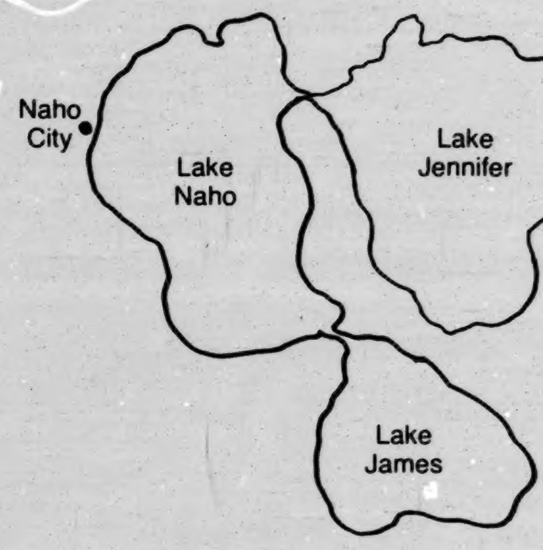
On the drive to work, Mari Yada's car was hit. The other driver's car had no damage and hers had a small dent. The driving manual for the state said that accidents in excess of $200 had to be reported immediately. The city in which the accident occurred ordered Mari to court because she had not reported the accident immediately even though the estimated damage to her car was under $200.

Case #4

The Anderson family left a $50 deposit on a three-bedroom apartment in the Casa Villa Building. When the Andersons arrived forty-five days later ready to move in with their possessions, the manager said all the three-bedroom apartments were full and that he could not refund their money. Mr. Anderson brought suit against the owners of Casa Villa for return of the deposit and compensation for expenses related to the move. The apartment owner maintained that a $50 deposit was insufficient to hold the apartment.

SIGNBOARD

SAVE LAKE JENNIFER AND LAKE JAMES!



POLLUTION FROM LAKE NAHO IS SEEPING INTO THE ADJOINING LAKES OF **LAKE JENNIFER AND LAKE JAMES.** IF THESE LAKES ARE TO BE SAVED ***YOUR HELP IS NEEDED!***

FOR MORE INFORMATION, ATTEND THE MEETING OF THE "SAVE THE LAKES CLUB." WE WANT YOUR MEMBERSHIP!

CLUB MEMBER REQUIREMENTS:

a) valuing nature
b) valuing clean, pure water
c) two evenings per week for club work
d) ideas for possible ways to SAVE THE LAKES

LOCATION OF MEETING: South end of Lake James

MOCK TEST

Complete the following by identifying the product or company that goes with each slogan.

1. "When it rains, it pours." . . .
2. "I'll bet you can't eat just one." . . .
3. "It's the water." . . .
4. " . . . has a better idea."
5. "Fly the friendly skies of . . ."
6. "Things go better with . . . "
7. "Taste that beats the others cold." . . .
8. "The Uncola." . . .
9. "I'd walk a mile for a . . ."
10. "Makes 57 kinds of food products." . . .

Add your own, if you wish.

COMMUNICATION PREDICTION SCALE

Sample #1 — Letter

______Desirable change

______Limited desirable change (temporary)

______No predictable change

______Undesirable change

Sample #2 — In person to cafeteria director

______Desirable change

______Limited desirable change (temporary)

______No predictable change

______Undesirable change

Sample #3 — Letter

______Desirable change

______Limited desirable change (temporary)

______No predictable change

______Undesirable change

Sample #4 — Telephone conversation

______Desirable change

______Limited desirable change (temporary)

______No predictable change

______Undesirable change

Sample #5 — Letter

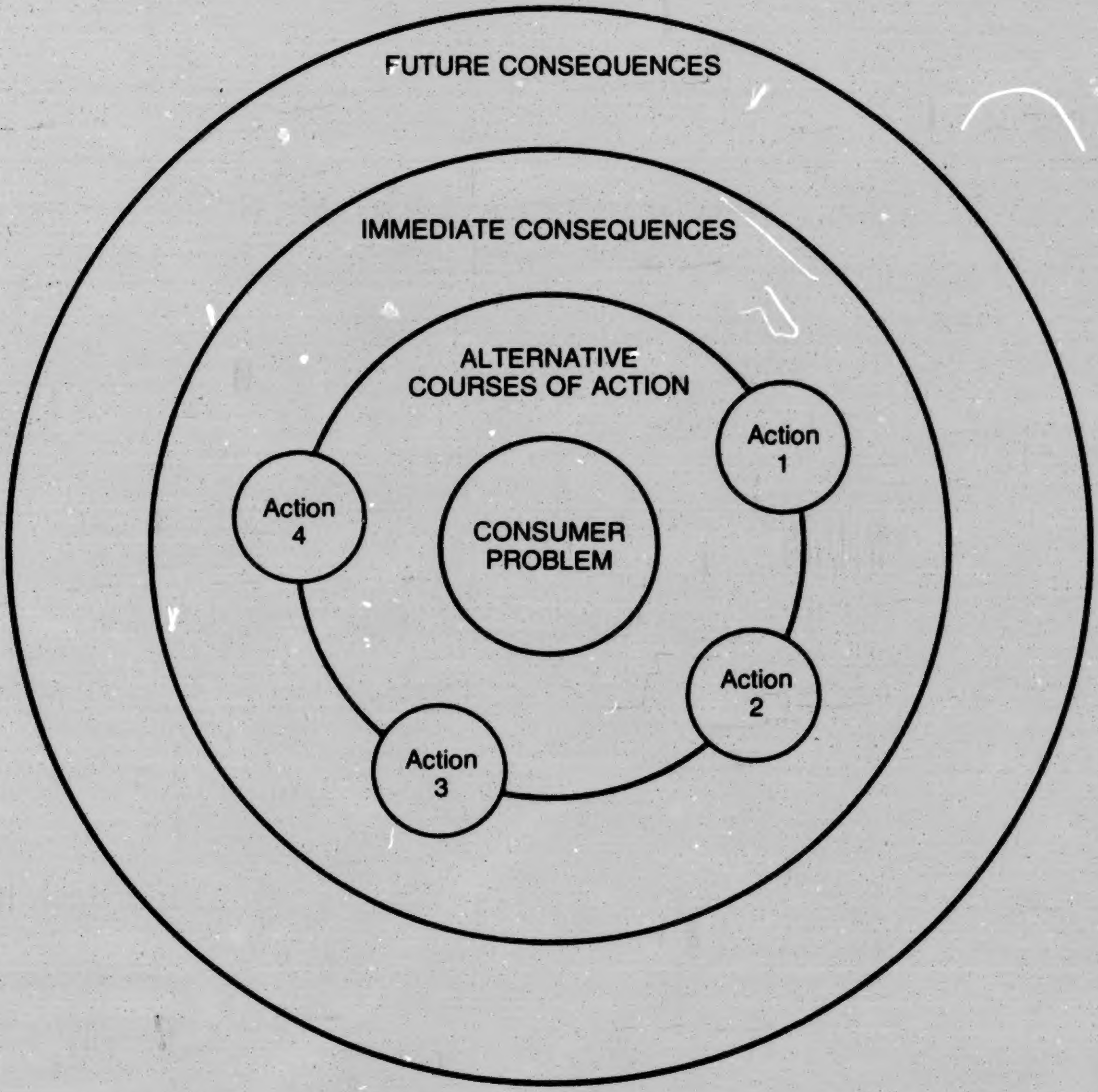
______Desirable change

______Limited desirable change (temporary)

______No predictable change

______Undesirable change

ACTIONS AND CONSEQUENCES


FUTURE CONSEQUENCES
IMMEDIATE CONSEQUENCES
ALTERNATIVE COURSES OF ACTION
Action 1
Action 4
CONSUMER PROBLEM
Action 2
Action 3

INFORMATION RELATED TO CONSUMER BEHAVIOR

Possible Ways of Learning

- Imitation
- Participation (actually doing)
- Training (being told, shown)

Rules for Marketers*

Methods marketers use to acquaint consumers with such things as brand names:

- Be brief.
- Use repetition.
- Use symbols.
- Give logical and psychological reasons.

Aspects of Symbolism

- Symbolism of color
- Color and sex
- Symbolism of form (shape)
- Word symbolism
- Symbolism through typography
- Symbolism through objects
- Symbolism through sound

Conditions That Influence Learning

- Motivation
- Meaningful stimuli
- Response
- Reward

Symbolism of Color**

RED:	heat, fire, blood, danger, rage, excitement, debt, embarrassment
ORANGE:	heat, autumn, Halloween, forcefulness, exuberance
YELLOW:	sunlight, warmth, caution, vitality
GREEN:	coolness, nature, water, St. Patrick's Day, guilt, peacefulness, money, inexperience, naivete
BLUE:	coolness, water, sky, sadness, loneliness
VIOLET:	coolness, darkness, dignity, royalty, grapes
WHITE:	cold, snow, purity, virginity, cleanliness, peace, brides
BLACK:	night, emptiness, mourning, death, depression, misfit (black sheep), being disliked (blacklisted)

*For a comprehensive list, see S. H. Britt, "How Advertising Can Use Psychology's Rules of Learning," *Dimensions of Consumer Behavior*, 2nd ed., J. U. McNeal, ed., Appleton-Century-Crofts, 1969, pp. 81-86.

**Faber Birren, *Selling With Color*, McGraw-Hill, 1945.

YES OR NO

YES: Your product stinks.

NO: Your product did not . . .

YES: nasty tasting

NO: unpleasant flavor

NO: may not be effective

YES: no good

YES: You should change your . . .

NO: How might . . . have happened?

YES: You have no brains at all.

NO: I am concerned.

NO: Are you aware that . . .

YES: How can you stay in business?

5) analyzing actions and accepting consequences

SAMPLE LETTER

June 19, 1999

Consumer Relations
MARK Company
Wenatchee, Washington 98801

Dear Sir:

State the reason you are writing in two or three sentences. You might begin: "May I bring to your attention . . . " or: "You may share my concern . . . " (Avoid words or phrases that might sound phony, threatening, or antagonistic.)

Give specific circumstances related to the situation: "XYZ brand which is advertised for use on ________ to prevent ________. It caused my ________ to change color. I followed the directions on the . . . Please suggest a solution to my problem . . . " or: "Your product, XMAN, is a welcome addition to my collection of . . . it not only has saved my . . ."

Thank the reader for his consideration. If you desire a response, request an answer.

Yours truly,

Name
Address

(Be sure to file a carbon copy.)

THE FACTS ARE

1. List the actions taken by the person in the set of facts.

2. What are the consequences or possible consequences of the actions the person took?

3. What other actions might have been taken?

4. Choose one alternative action from your list (question #3). Outline your plan for carrying out this action on the back of this paper.

5. List three possible consequences of your plan.

6. Pretend to carry out your plan by taking it to your teacher.
   Teacher reaction:

7. If your teacher's reaction was the actual result of your plan, in what ways would your plan for action be better or worse than the consequences you mentioned in question 2?

8. Why would you be willing to accept the consequences of your plan? (If you are not willing to accept the consequences, return to question 3 and choose an alternative action. Continue through questions 4-8.)

LAMONT'S CONSEQUENCES

POLICEMAN	COMMUNITY SERVICE WORKER
IMMEDIATE CONSEQUENCES:	IMMEDIATE CONSEQUENCES
The work begins in two months.	Time and expense would be lessened with a two year program.
He will have an $8,000 yearly salary with an opportunity for promotions when merited.	He would be trained to work with a social worker at a neighborhood youth center.
His parents will disapprove if he takes this job.	He would have a job skill he could depend on.
He will be working irregular hours.	He would feel satisfaction knowing he is a symbol of stability for the youth he works with.
He will have satisfaction from protecting others.	
FUTURE CONSEQUENCES:	FUTURE CONSEQUENCES:
He will have a limited income and may be tempted to take bribes.	He may have important life-time influence on some of the youth he works with.
He may be rejected by some of his friends.	He would gain a great deal of knowledge about youth and human behavior.
He may be killed in the line of duty.	New jobs may become available with his experience and training.
He may have to arrest some of his friends or relatives.	He would be respected by the people in his community.
He may save the lives of people close to him.	

PEACE CORPS VOLUNTEER	SOCIAL STUDIES TEACHER
IMMEDIATE CONSEQUENCES He would work for almost no salary. He would have to give up most material things. He would have the opportunity to go to new places and meet new people. He would have to adjust to a new environment. He would begin the training period right away and leave soon for his assigned country. He would be helping others in need. He would have to leave his family and friends. He would have to accept the disapproval of his parents.	IMMEDIATE CONSEQUENCES He would have the expense of attending college for four years. The education would give him a good background for further study. He would be trained for a specific job. He would have the opportunity to influence young people's skills and knowledge. He would get the approval and encouragement he would like from his parents.
FUTURE CONSEQUENCES: He would gain a new understanding of people and human behavior. He may suffer side effects from a disease contracted in the "new" country. He may have new job opportunities because of the Peace Corps experience.	FUTURE CONSEQUENCES: He may help a large number of students become independent thinkers. He may become stagnant in one job. He would need to return to college for additional courses because of state regulations.

JURY CHECKLIST

The defendant is convincing in describing the circumstances surrounding:

1. his inquiry into the situation showing a need for action.
2. the relationship of the action to his values.
3. the basing of his decisions upon ordered alternatives.
4. the action plan which was appropriate to the situation and predicted to be effective.
5. the rationale for his decision to live with the possible consequences.

CHARGES

Cut apart and place in a basket. Draw and read as described in the lesson.

You willfully and maliciously took part in a variety of pressure groups to secure legislation prohibiting the production and use of pesticides. Now the Anopheles mosquito population has regained a hold on the world. Malaria, which never ceased to be the world's number one health problem, has taken the lives of all persons bearing your family name.

You exercised the right to choose right out of existence. What you started with your campaign caused "choosing" to become a national pastime. People quit buying and wore out all the goods by continuously inspecting and comparing them with other products. We are charged for everything that is left for us to buy before we are allowed to see it or even read a description.

Your belief that companies should listen to consumers was upheld by your children and all their friends and their friends' friends. Thanks to you, half our time is spent processing complaints and we're several decades behind. It's exceedingly difficult work because all the companies were forced into bankruptcy.

You demanded so much so often that businessmen grew tired of you and your kind. There are no businesses left on Earth, so once a year we have to disguise ourselves as Martians and travel to Jupiter to get necessities.

You are charged with acts of stupidity. Each time you interacted with the marketplace you found an excuse to write a letter, make a phone call, organize a meeting, or express yourself in some way. The echos and ashes of your actions still remain in one part of the city, even though we've worked many years to make it habitable again.

Your demands for more research on flammability of fabrics resulted in high-priced flame-retardant sleepwear for children. Mattresses also are required by law to be flame-retardant. Since we do not smoke, I wonder why we must pay for the carelessness of others.

Your demands to eliminate hazardous toys from the store shelves broke my child's heart. We had promised him a "Dippy Dart" game for his birthday. He knows how to play with darts even though he is only three. Can't we make the decision what toys to buy our child?

Your demands for better labeling of laundry and care instructions have resulted in permanent care labels in all garments with a cost of $3.00 or more. However, this has added to the cost of the garment. Is the label really worth the increased cost?

Technology was set back a million years by your demands for more convenience items. The *consumer convenience* you started overtook the land. The technologists concentrated on convenience; colleges of engineering became colleges of convenience. The principles and procedures used in your day were discarded for convenience. None of your records showing how you built machines for transportation have survived. We have the ability to install only convenience items that no one can afford.

You helped out the ecologists and the environmentalists in the name of consumer responsibility for lakes and streams. The legislation which you proposed was initiated and added to. Sewage treatment facilities were expanded to handle every dwelling in the nation. The holding ponds required to achieve your standards of purity have continually been expanded. There is not a street remaining that has not been appropriated for lagoons.

You look like the guy who refused to purchase beef a few years back. Your boycott plan was better than you ever knew. Your plan was used for the last time about 200 years ago. Because of you the ranchers turned their efforts to the improvement of Frittles. Frittles have been found to be very harmful to our health. We have little else to eat, so we stay half-sick most of the time and wonder what it might have been like to eat what you called the Basic Four.

When consumers demanded to be informed, you encouraged legislation which put the government in charge of consumers' right to information. All industry died trying to comply with the regulations. No matter what industry tried to do in the way of adding information to labels and advertising, the consumers still were not informed. They weep still to be informed. Their weeping ruined their eyes, their crying damaged their ears, yet they are still not informed. They know you are to blame because of your persistence.

PENALTY

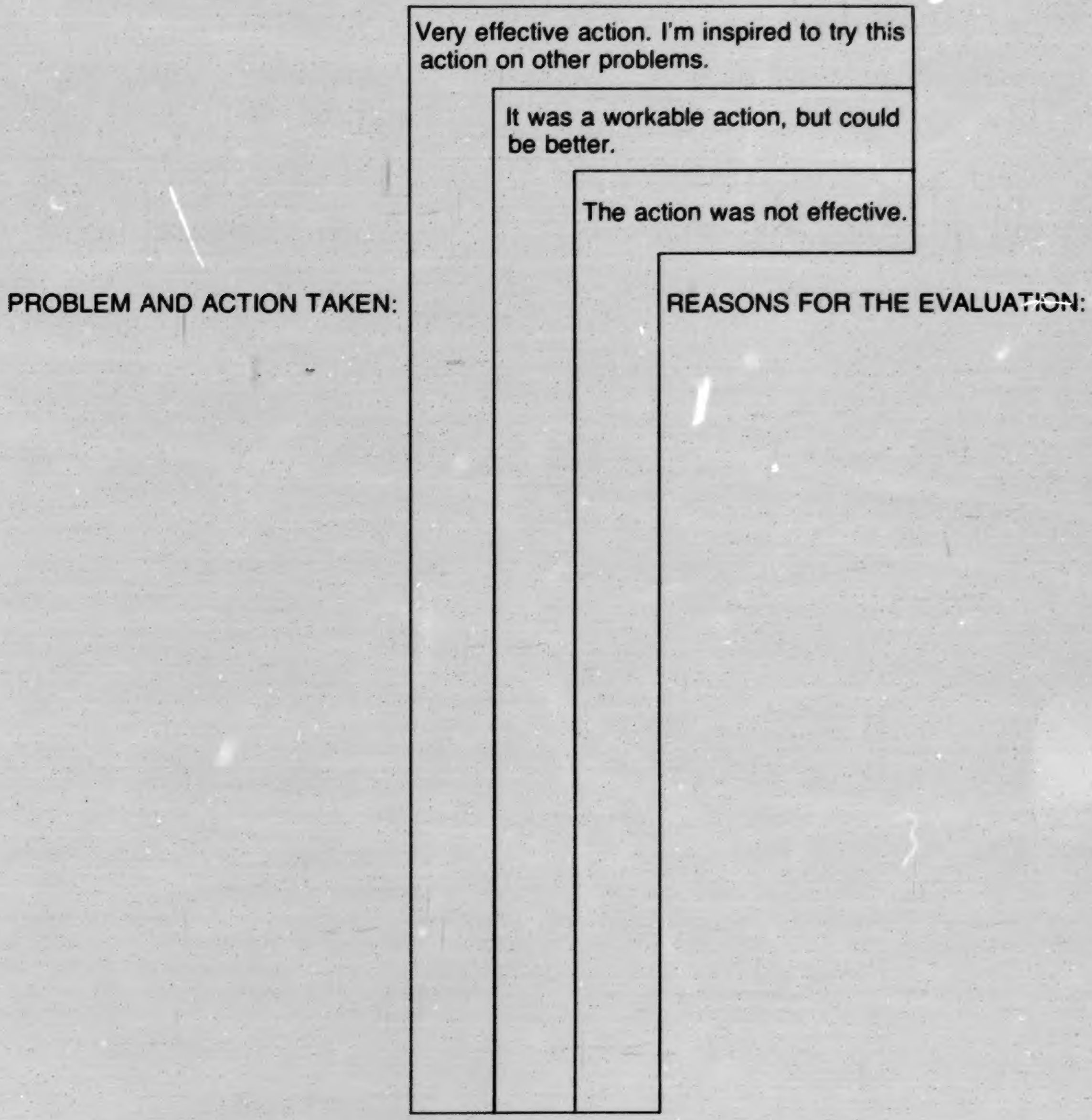
Prepare a plan for an action you might take in order to avoid being charged with a crime against future generations.

Your plan must pass the jury standards for:

1. inquiry into the situation showing a need for action.
2. proof of the relationship to your values.
3. decisions based upon ordered alternatives.
4. an action plan that is appropriate to the situation and predicted to be effective.
5. rationale for your decision to live with the possible consequences.

GROUP PROGRESS CHART

This chart may be drawn on a large piece of heavy paper or cardboard. Post it somewhere in the classroom or in the hallway. Learners list a consumer problem and an action taken. Mark an "X" in the column on the graph which applies to the evaluation of results. Give reasons for the placement of the "X." To make the chart eye-catching, include pictures, sketches, letters, etc.


Very effective action. I'm inspired to try this action on other problems.
It was a workable action, but could be better.
The action was not effective.
PROBLEM AND ACTION TAKEN:
REASONS FOR THE EVALUATION:

ACTION EVALUATION CHART

This chart may be used to evaluate the results of action. Once learners have taken action and allowed time for results to be observed, they use this chart to evaluate their action.

Criteria:

APPROPRIATENESS	timely proper suitable	Was the action "right" for the situation? Was it suited to the purpose?
EFFECTIVENESS	extent of desired result produced	How productive was the action? Cite observations:
EFFICIENCY	the ability to produce the desired result with a minimum of effort or waste	How did the effort exerted compare to the result?
ACCOMPLISHMENT	that done or achieved	What was actually done or completed by the action?
SIDE EFFECTS	unseen or unpredicted outcome or outgrowth	What new experience or happening resulted from this action that you did not expect?
SATISFACTION	How satisfied or content are you with your action?	How do you feel about the result of the action?

ACTION

RESOURCES

The following sources of information were used by persons field testing the learnings included in *Consumer Education Curriculum Modules: A Spiral-Process Approach*.

Advertising Council
825 3rd Avenue
New York, New York 10022

Agriculture Department
Office of Information
Washington, D.C. 20250

American Bar Association
Young Lawyer's Section
1155 E. 60th Street
Chicago, Illinois 60637

American Home Economics Association
2010 Massachusetts Avenue N.W.
Washington, D.C. 20036

American National Cattlemen's Association
P.O. Box 569
Denver, Colorado 80201

American National Standards Institute
1430 Broadway
New York, New York 10018

American Vocational Association
1510 H Street N.W.
Washington, D.C. 20005

Chamber of Commerce of the United States
1615 H Street N.W.
Washington, D.C. 20006

Changing Times Education Service
1729 H Street N.W.
Washington, D.C. 20006

Consumer Alert
Federal Trade Commission
Washington, D.C. 20580

Consumer Educator
National Association of Secondary
School Principals
1201 16th Street N.W.
Washington, D.C. 20036

Consumer News
Office of Consumer Affairs
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Consumer Product Safety Commission
1715 K Street N.W.
Washington, D.C. 20207

Consumer Reports
Consumers Union of the United States, Inc.
256 Washington Street
Mt. Vernon, New York 10550

Council of Better Business Bureaus
845 3rd Avenue
New York, New York 10022

Environmental Protection Agency
Director of Public Affairs
Washington, D.C. 20460

FDA Consumer
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Federal Reserve System
Board of Governors
21st and Constitution Avenue N.W.
Washington, D.C. 20551

Federal Trade Commission
Washington, D.C. 20580

Food & Drug Administration
5600 Fishers Lane
Rockville, Maryland 20852

Housing & Urban Development Department
Washington, D.C. 20410

International Fabricare Institute
P.O. Box 940
Joliet, Illinois 60434

Interstate Commerce Commission
Constitution Avenue & 12th Street N.W.
Washington, D.C. 20423

J.C. Penney Company, Inc.
Educational and Consumer Relations
1301 Avenue of the Americas
New York, New York 10019

Labor Organizations
Consult yellow pages of telephone
directory for local address

Money Management Institute
Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

National Education Association
1201 16th Street N.W.
Washington, D.C. 20036

Office of Consumer Affairs
Department of Health, Education, and
Welfare
Washington, D.C. 20201

Office of Public Affairs
Office of Education
Washington, D.C. 20202

Postal Service
Consumer Advocate
Washington, D.C. 20260

Public Affairs Committee
381 Park Avenue S.
New York, New York 10016

Sears, Roebuck and Company
Consumer Information Services
Sears Tower
Chicago, Illinois 60684

Social Security Administration
6401 Social Security Building
Baltimore, Maryland 21235

State Attorney General
Capitol Building
State Capitol

State Health Department
Capitol Building
State Capitol

Teaching Topics
Institute of Life Insurance
277 Park Avenue
New York, New York 10017

RELATED READINGS

Process Education

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Raths, L. E., A. Jonas, A. Rothstein, and S. Wassermann. *Teaching for Thinking*. Columbus, Ohio: Charles E. Merrill Publishing Co., 1967.

Roden, P. *The Elusive Truth*. Glenville, Illinois: Scott, Foresman and Company, 1973.

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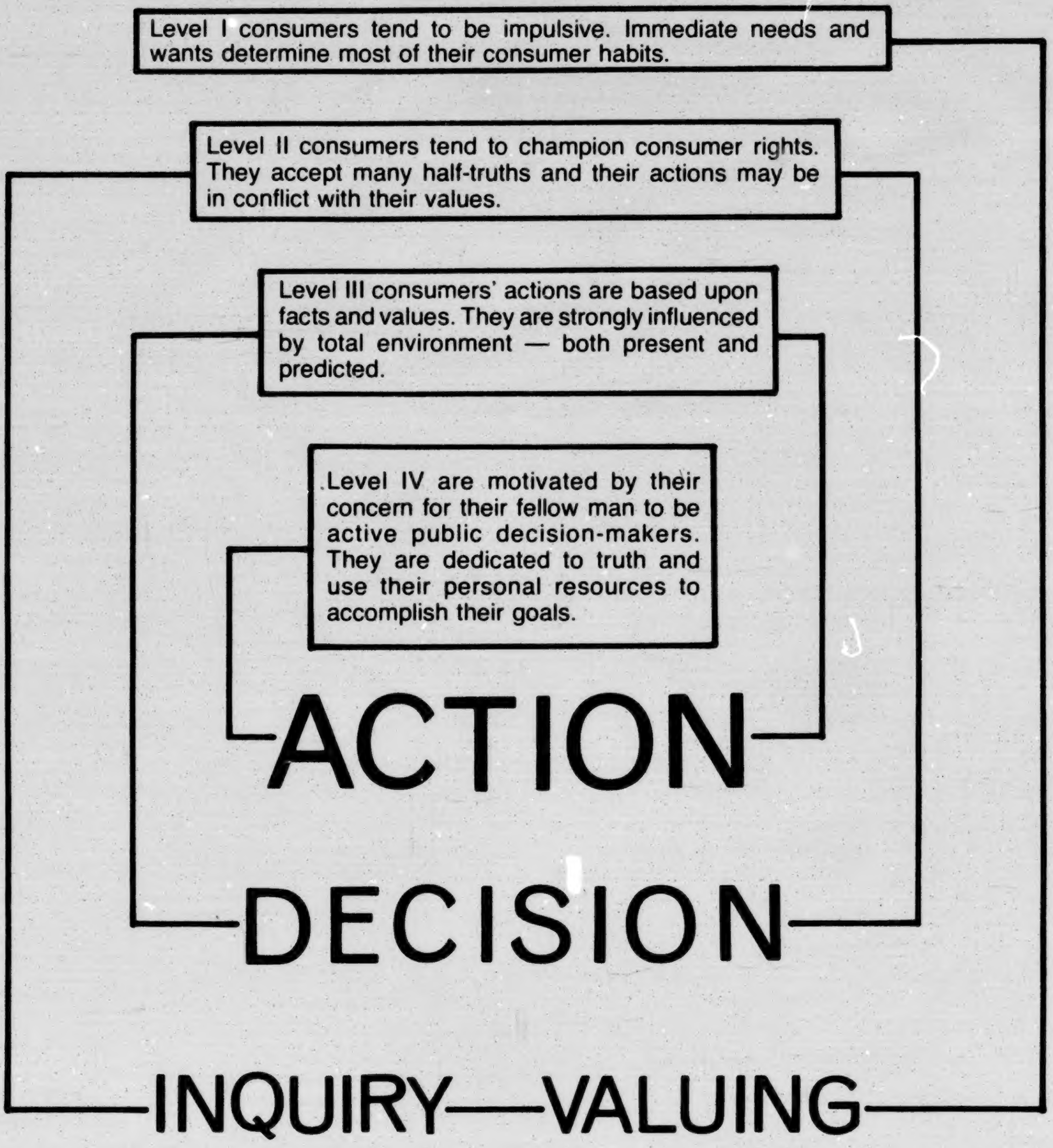

Level I consumers tend to be impulsive. Immediate needs and wants determine most of their consumer habits.

Level II consumers tend to champion consumer rights. They accept many half-truths and their actions may be in conflict with their values.

Level III consumers' actions are based upon facts and values. They are strongly influenced by total environment — both present and predicted.

Level IV are motivated by their concern for their fellow man to be active public decision-makers. They are dedicated to truth and use their personal resources to accomplish their goals.

ACTION

DECISION

INQUIRY—VALUING